

# SVQ2 in Hospitality and Catering at SCQF Level 5 (7140-05)

Qualification handbook for centres – Level 5 units

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February 2016  
Version 1.5



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# SVQ2 in Hospitality and Catering at SCQF Level 5 (7140-05)



## Qualification handbook for centres – Level 5 units

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February 2016  
Version 1.5

Qualification title	Number	SQA Accreditation Number
SVQ 2 in Food and Beverage Service at SCQF level 5	7140-05	GA0D 22
SVQ 2 in Beverage Service at SCQF level 5	7140-05	GA0E 22
SVQ 2 in Food Service at SCQF level 5	7140-05	GA0F 22
SVQ 2 in Professional Cookery (Preparation and Cooking) at SCQF level 5	7140-05	GA0G 22
SVQ 2 in Professional Cookery at SCQF level 5	7140-05	GA0H 22
SVQ 2 in Food Production and Cooking at SCQF level 5	7140-05	GA0J 22
SVQ 2 in Kitchen Services at SCQF level 5	7140-05	GA0K 22
SVQ 2 in Front of House Reception at SCQF level 5	7140-05	GA0L 22
SVQ 2 in Housekeeping at SCQF level 5	7140-05	GA0M 22
SVQ 2 in Hospitality Services at SCQF level 5	7140-05	GA0N 22

Version and date	Change detail	Section
1.3 July 2012	Core skills signposting added	Appendix 3

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# 1 Units

## Availability of units

The Level 5 units for these qualifications follow. Units for Level 4 can be found in the SVQ1 in Hospitality and Catering at SCQF Level 4 qualification handbook.

## Summary of units

City & Guilds unit number	Title	SSC unit reference	SCQF Credits	SCQF Level
201	Give customers a positive impression of self and your organisation (ICS)	2GEN1	5	5
202	Order stock	2GEN2	4	5
203	Maintain food safety when storing, preparing and cooking food	2GEN3	4	6
204	Maintain Food safety when storing, holding and serving food	2GEN4	4	6
205	Maintain and deal with payments	2GEN9	4	5
206	Prepare and clear areas for table service	2FS1	4	5
207	Serve food at the table	2FS2	4	5
208	Provide a silver service	2FS3	6	5
209	Provide a buffet/carvery service	2FS4	4	5
210	Convert a room for dining	2FS5	3	5
211	Prepare and clear the bar area	2BS1	4	5
212	Serve alcoholic and soft drinks	2BS2	5	5
213	Prepare and serve cocktails	2BS3	5	5
214	Prepare and serve wines	2BS4	5	5
215	Maintain cellars and kegs	2BS5	3	5
216	Clean drink dispense lines	2BS6	3	5
217	Prepare and serve dispensed and instant hot drinks	2BS7	3	5
218	Prepare and serve hot drinks using specialist equipment	2BS8	4	5
219	Receive, store and issue drinks stock	2BS9	3	5
220	Prepare fish for basic dishes	2FP1	4	5
221	Prepare shellfish for basic dishes	2FP2	3	5
222	Prepare meat for basic dishes	2FP3	4	5
223	Prepare poultry for basic dishes	2FP4	4	5
224	Prepare game for basic dishes	2FP5	4	5
225	Prepare offal for basic dishes	2FP6	3	5
226	Prepare vegetables for basic dishes	2FP7	4	5

227	Cook and finish basic fish dishes	2FC1	4	5
228	Cook and finish basic shellfish dishes	2FC2	4	5
229	Cook and finish basic meat dishes	2FC3	5	6
230	Cook and finish basic poultry dishes	2FC4	5	6
231	Cook and finish basic game dishes	2FC5	5	6
232	Cook and finish basic offal dishes	2FC6	5	6
233	Cook and finish basic vegetable dishes	2FC7	4	5
234	Prepare and cook food to meet the requirements of allergy sufferers	2PR25	3	4
235	Promote new menu items	2PR27	3	5
236	Prepare, cook and finish basic hot sauces	2FPC1	4	5
237	Prepare, cook and finish basic soups	2FPC2	4	5
238	Make basic stocks	2FPC3	3	5
239	Prepare, cook and finish basic rice dishes	2FPC4	4	5
240	Prepare, cook and finish basic pasta dishes	2FPC5	4	5
241	Prepare, cook and finish basic pulse dishes	2FPC6	4	5
242	Prepare, cook and finish basic vegetable protein dishes	2FPC7	4	5
243	Prepare, cook and finish basic egg dishes	2FPC8	3	5
244	Prepare, cook and finish basic bread and dough products	2FPC9	5	5
245	Prepare, cook and finish basic pastry products	2FPC10	5	5
246	Prepare, cook and finish basic cakes, sponges, biscuits and scones	2FPC11	5	6
247	Prepare, cook and finish basic grain dishes	2FPC12	4	5
248	Liaise with care team to ensure that an individuals' nutritional needs are met	2PR22	3	5
249	Prepare, cook and finish basic cold and hot desserts	2FPC14	4	5
250	Prepare and present food for cold presentation	2FPC15	4	5
251	Deal with communications as part of the reception function	2FOH1	3	5
252	Deal with the arrival of customers	2FOH2	4	5
253	Deal with bookings	2FOH3	4	5
254	Prepare customer accounts and deal with departures	2FOH4	4	5
255	Produce documents in a business environment (CfA)	2FOH5	4	5
256	Use office equipment (CfA)	2FOH6	3	4
257	Communicate in a business	2FOH7	3	5

	environment (CfA)			
258	Provide reception services (CfA)	2FOH9	3	5
259	Store and retrieve information (CfA)	2FOH10	3	5
260	Handle mail and book external services	2FOH8	3	5
261	Resolve customer service problems(ICS)	2GEN5	6	5
262	Modify the content of dishes	2PR24	4	5
263	Provide tourism information services to customers	2FOH11	5	5
264	Clean and service a range of areas	2HK1	3	5
265	Work using different chemicals and equipment	2HK2	4	5
266	Maintain housekeeping supplies	2HK3	3	5
267	Clean, maintain and protect hard floors (Asset Skills)	2HK4	4	5
268	Clean and maintain soft floors and furnishings (Asset Skills)	2HK5	4	5
269	Provide a linen service	2HK6	3	5
270	Carry out periodic room servicing and deep cleaning	2HK7	3	5
271	Complete kitchen documentation	2P&C1	3	5
272	Set up and close kitchen	2P&C2	4	5
273	Promote additional services or products to customers (ICS)	2GEN6	6	5
274	Deal with customers across a language divide (ICS)	2GEN7	8	5
275	Maintain customer service through effective handover (ICS)	2GEN8	4	5
276	Process dried ingredients prior to cooking	2FP8	2	3
277	Prepare and mix spice and herb blends	2FP9	2	4
278	Prepare, cook and finish Dim Sum	2FPC16	5	6
279	Prepare, cook and finish noodle dishes	2FPC17	4	5
280	Prepare and cook food using a tandoor	2FPC18	4	5
281	Produce basic fish dishes	2PR1	4	5
282	Produce basic meat dishes	2PR2	4	5
283	Produce basic poultry dishes	2PR3	4	5
284	Produce basic vegetable dishes	2PR4	4	5
285	Cook-chill food	2PR5	3	5
286	Cook-freeze food	2PR6	3	5
287	Produce basic hot sauces	2PR7	4	5
288	Produce basic rice, pulse and grain dishes	2PR8	3	5
289	Produce basic pasta dishes	2PR9	3	5
290	Produce basic bread and dough products	2PR11	4	5
291	Produce basic pastry products	2PR12	5	5

292	Produce basic cakes, sponges and scones	2PR13	3	5
293	Produce basic hot and cold desserts	2PR14	3	5
294	Produce cold starters and salads	2PR15	3	5
295	Produce flour, dough and tray-baked products	2PR16	3	5
296	Produce healthier dishes	2PR17	3	5
297	Maintain an efficient use of food resources	2PR19	4	5
298	Maintain an efficient use of resources in the kitchen	2PR20	3	5
299	Prepare, operate and clean specialist food preparation and cooking equipment	2PR21	4	5

## Unit 201

# Give customers a positive impression of yourself and your organisation (2GEN1)

### **What is this unit about?**

This unit is about communicating with customers to give a positive impression of yourself and your organisation. It involves giving customers the right impression, responding to their needs and providing helpful information.

### What you have to do

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To meet the national standard you must:

1. Establish effective rapport with customers
2. Meet your organisation's standards of appearance and behaviour
3. Greet your customer respectfully and in a friendly manner
4. Communicate with your customer in a way that makes them feel valued and respected
5. Identify and confirm your customer's expectations
6. Treat your customer courteously and helpfully at all times
7. Keep your customer informed and reassured
8. Adapt your behaviour to respond effectively to different customer behaviour
9. Respond appropriately to customers
10. Respond promptly to a customer seeking help
11. Choose the most appropriate way to communicate with your customer
12. Check with your customer that you have fully understood their expectations
13. Respond promptly and positively to your customers' questions and comments
14. Allow your customer time to consider your response and give further explanation when appropriate
15. Communicate information to customers
16. Quickly find information that will help your customer
17. Give your customer information they need about the services or products offered by your organisation
18. Recognise information that your customer might find complicated and check whether they fully understand
19. Explain clearly to your customers any reasons why their needs or expectations cannot be met

### What you have to know

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General knowledge and understanding

- K1. Your organisation's standards for appearance and behaviour
- K2. Your organisation's guidelines for how to recognise what your customer wants and respond appropriately
- K3. Your organisation's rules and procedures regarding the methods of communication you use
- K4. How to recognise when a customer is angry or confused
- K5. Your organisation's standards for timeliness in responding to customer questions and requests for information

### **What is this unit about?**

This unit is about ordering stock in line with established purchasing agreements. It details several dispatch methods, such as by post or computer, as well as the type of information that is consistently required during the ordering process.

**What you have to do**

To meet the national standard you must:

1. Check stock levels on a regular basis and consult with colleagues to determine if new stock is required
2. Identify stock requirements, ensuring sufficient storage space will be available upon arrival
3. Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order
4. Complete required information on documentation and dispatch it correctly within the time required to ensure delivery before current stock is finished
5. Maintain documentation in line with organisational requirements
6. Obtain and file notification of placed orders and delivery note from supplier
7. Respond to queries and solve problems that arise about the order within your authority

**What you must cover:****Stock requirements**

- a) Product type required
- b) Amount required

**Required information**

- c) Quantity
- d) Product type
- e) Date for required delivery
- f) Contact details

**Dispatch method**

- g) Post
- h) Fax
- i) Computer
- j) In Person
- k) Telephone

**Problems**

- l) Quantity
- m) Time
- n) Non-delivery
- o) Availability
- p) Type
- q) Quality

**What you have to know**

- K1. What the ordering process is
- K2. When you should order new stock
- K3. Who is responsible for arranging the central purchasing agreement
- K4. What the central purchasing agreement contains
- K5. Why, what and who to contact when problems occur with the ordering process
- K6. When ordering needs to be approved by a line manager
- K7. Where to obtain the ordering documentation from
- K8. What information needs to be entered on the documentation
- K9. Where ordering documentation is kept

## Unit 203

# Maintain food safety when storing, preparing and cooking food (2GEN3)

### What is this unit about?

This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

To cover this unit you also need to provide evidence for the associated underpinning behaviour shown at the bottom of the next page.

## Unit 203

# Maintain food safety when storing, preparing and cooking food (2GEN3)

### Unit 203 (2GEN3.1) Keep yourself clean and hygienic

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#### What you have to do

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To meet the national standard you must:

1. Wear clean and hygienic clothes, appropriate to the jobs you are doing
2. Tie hair back and/or wear appropriate hair covering
3. Only wear jewellery and other accessories that do not cause food safety hazards
4. Change your clothes when necessary
5. Wash your hands thoroughly at appropriate times
6. Avoid unsafe behaviour that could contaminate the food you are working with
7. Report any cuts, boils, grazes, illness and infections promptly to the appropriate person
8. Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing

#### What you must cover:

##### Clothes

- a) Trousers
- b) Tops / Jackets
- c) Coats
- d) Disposable gloves
- e) Shoes
- f) Headgear
- g) Aprons

##### Appropriate times to wash your hands

- a) After going to the toilet or in contact with faeces
- b) When going into food preparation and cooking areas including after any work breaks
- c) After touching raw food and waste
- d) Before handling raw food
- e) After disposing of waste
- f) After cleaning
- g) Changing dressings or touching open wounds

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#### What you have to know

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For the whole unit

- K1. How to operate a food safety management system
- K2. The concept of hazards to food safety in a catering operation, and the necessity of controlling these hazards in order to remove or keep risks to a safe level
- K3. What might happen if these hazards are not controlled
- K4. The types of hazards that you are likely to come across in a catering operation
- K5. How you must control these hazards by cooking, chilling (including storage), cleaning and the avoidance of cross-contamination
- K6. Why monitoring is important and key stages in the process
- K7. The importance of knowing what to do when things go wrong
- K8. The role of record-keeping
- K9. Why some hazards are more important than others in terms of food safety
- K10. Who you should report to if you believe there are food safety hazards

## Unit 203 (2GEN3.1) Keep yourself clean and hygienic

### What you have to do

What you must cover (cont.):

#### Unsafe behaviour

- a) Failure to wash hands thoroughly when necessary
- b) Touching your face, nose or mouth, blowing your nose
- c) Chewing gum
- d) Eating
- e) Smoking
- f) Scratching

### What you have to know

Note K11 – K20 are for this element only

- K11. Why you must wear clean and hygienic clothes appropriate to your job
- K12. Why you must tie your hair back and/or wear appropriate hair covering
- K13. What types of protective clothing is appropriate for different jobs in the storage, preparation and cooking of food
- K14. The food safety hazards that jewellery and accessories can cause
- K15. When you should change clothing and why this is important
- K16. Why you must wash your hands thoroughly after going to the toilet; before going into food preparation and cooking areas; after touching raw food and waste and before handling ready-to-eat food
- K17. How you wash your hands safely
- K18. Why it is important not to handle food if you have open wounds (including boils and septic cuts), and what to do if you have an open wound
- K19. Why it is important to report illnesses and infections promptly and why stomach illnesses are particularly important
- K20. Why it is important to avoid: touching face, nose or mouth; blowing your nose; chewing gum; eating; smoking - when you are working with food

**Unit 203 (2GEN3.2) Keep your working area clean and hygienic**

**What you have to do**

- To meet the national standard you must:
9. Make sure surfaces and equipment are clean and in good condition
  10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
  11. Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety
  12. Dispose of waste promptly, hygienically and appropriately
  13. Identify, take appropriate action on and report to the appropriate person, any damage to walls, floors, ceilings, furniture and fittings
  14. Identify, take appropriate action on and report to the appropriate person, any signs of pests

**What you must cover:**

**Surfaces and equipment**

- a) Surfaces and utensils for preparing, cooking and holding food
- b) Surfaces and utensils used for displaying and serving food
- c) Appropriate cleaning equipment

**What you have to know**

- K21. Why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task and how to ensure this
- K22. Why it is important only to use clean and suitable cloths when cleaning between tasks, and how to ensure this is done
- K23. Why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
- K24. The types of damaged surfaces and equipment that can cause food safety hazards, and what to do about them
- K25. Why it is important to clear and dispose of waste promptly and safely, and how to do so
- K26. How damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards, and the type of damage you should look for
- K27. The types of pests that you may find in catering operations, and recognising the signs that they may be there

## Unit 203

# Maintain food safety when storing, preparing and cooking food (2GEN3)

### Unit 203 (2GEN3.3) Store food safely

<b>What you have to do</b>	<b>What you have to know</b>
To meet the national standard you must:	K28. Why it is important to make sure food deliveries are undamaged, at the correct temperature and within their 'use-by date' and how to do this
15. Check that food is undamaged, is at the appropriate temperature and within its 'use-by date' on delivery	K29. Why it is important to prepare food for storage – for example by removing and disposing of outer packaging (while retaining any important labelling information, e.g. instructions for use, information on allergens)
16. Look at and retain any important labelling information	K30. Why food must be put in the correct storage area, and the temperatures that different foods should be stored at
17. Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety	K31. Why it is important that storage areas are clean and tidy, and what to do if they are not
18. Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food	K32. Why it is important to store food at the correct temperatures, and how to achieve this
19. Store food so that cross contamination is prevented, e.g. keep raw and ready-to-eat food separate, keep commonly allergenic foods such as nuts in sealed containers	K33. What types of food are raw and what types are ready-to-eat
20. Follow stock rotation procedures	K34. Why it is important to separate raw and ready-to-eat food
21. Safely dispose of food that is beyond its 'use-by date'	K35. Why stock rotation procedures are important, and why you must dispose of food beyond its 'use-by date'
22. Keep necessary records up-to-date	
<b>What you must cover:</b>	
<b>Storage areas</b>	
a) Ambient temperature	
b) Refrigerator	
c) Freezer	

## Unit 203

# Maintain food safety when storing, preparing and cooking food (2GEN3)

### Unit 203 (2GEN3.4) Prepare, cook and hold food safely

What you have to do	What you have to know
To meet the national standard you must:	K36. Why and when it is necessary to defrost foods before cooking and how to do so safely and thoroughly
23. Check food before and during operations for any hazards, and follow the correct procedures for dealing with these	K37. How to recognise conditions leading to food safety hazards during preparation and cooking and what to do if you find any
24. Follow your organisation's procedures for items that may cause allergic reactions	K38. Why it is important to know that certain foods can cause allergic reactions and the procedures you should follow in your organisation to deal with these foods, including what you should do if a customer asks if a particular dish is free from a certain food allergen
25. Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods	K39. How cross-contamination can happen between, for example, raw food, food in storage and preparation and food that is ready to eat - and how to avoid this
26. Use methods, times, temperatures and checks to make sure food is safe following operations	K40. Why you should use thorough cooking and reheating methods
27. Keep necessary records up-to-date	K41. Cooking/reheating methods, temperatures and times you must use for the food you work with
<b>What you must cover:</b>	K42. How to check that the food you work with is thoroughly cooked/safely reheated
<b>Operations</b>	K43. Why it is important to make sure food is at the correct temperature before and during holding, prior to serving it to the customer, and how to do so
a) Defrosting food	K44. The types of cooked foods you may need to chill or freeze because they are not for immediate consumption and how to do so safely
b) Preparing food, including washing and peeling	
c) Cooking food	
d) Reheating food	
e) Holding food before serving	
f) Cooling cooked food not for immediate consumption	
g) Freezing cooked food not for immediate consumption	
<b>Hazards</b>	
a) Bacteria and other organisms	
b) Chemical	
c) Physical	
d) Allergenic	

### What is this unit about?

This unit reflects current food safety guidance in the UK and integrates the key themes of Cleaning and preventing Cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

When you have completed this unit, you will have proved you can:

- 2GEN4.1 Keep yourself clean and hygienic
- 2GEN4.2 Keep your working area clean and hygienic
- 2GEN4.3 Store food safely
- 2GEN4.4 Hold and serve food safely

**Unit 204 (2GEN4.1) Keep yourself clean and hygienic**

**What you have to do**

To meet the national standard you must:

1. Wear clean and suitable clothes appropriate to the jobs you are doing
2. Only wear jewellery and other accessories that do not cause food safety hazards
3. Change your clothes when necessary to prevent bacteria spreading
4. Wash your hands thoroughly at appropriate times
5. Avoid unsafe behaviour that could contaminate the food you are working with
6. Report any cuts, grazes, illness and infections promptly to the appropriate person
7. Make sure any cuts and grazes are treated and covered with an appropriate dressing

**What you have to know**

For the whole unit

- K1. What might happen if significant food safety hazards are not controlled
- K2. The types of significant food safety hazards that you are likely to come across when handling and storing food
- K3. How these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination
- K4. How some hazards are more important than others in terms of food safety
- K5. Whom you should report to if you believe there are significant food safety hazards

For Element 2GEN4.1

- K6. Why you must wear clean and suitable clothes appropriate to your job
- K7. What type of clothes are appropriate to different jobs in the handling and serving of food
- K8. Why jewellery and accessories can cause food safety hazards
- K9. When you must change your clothes to prevent bacteria spreading and why this is important
- K10. Why you must wash your hands after going to the toilet; when going into food preparation and cooking areas; after touching raw food and waste and before serving food
- K11. Why it is important not to handle food if you have open wounds and what to do if you have an open wound
- K12. Why it is important to report illnesses and infections promptly and why stomach illnesses are particularly important
- K13. Why it is important to avoid: touching face, nose or mouth; chewing gum; eating; smoking - when you are working with food

## Unit 204

# Maintain food safety when storing, holding and serving food (2GEN4)

### Unit 204 (2GEN4.2) Keep your working area clean and hygienic

#### What you have to do

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To meet the national standard you must:

9. Make sure surfaces and equipment for displaying and serving food are clean and in good condition
10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
11. Remove from use any surfaces and equipment that are damaged or have loose parts and report them to the person responsible for food safety
12. Dispose of waste promptly, hygienically and appropriately
13. Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings
14. Identify, take appropriate action on and report to the appropriate person any signs of pests

#### What you must cover:

- a) Surfaces and equipment
- b) surfaces and utensils used for displaying and serving food
- c) appropriate cleaning equipment

#### What you have to know

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- K14. Why surfaces and equipment must be clean before beginning a new task and how to do so
- K15. Why it is important only to use clean and suitable cloths and equipment when cleaning between tasks and how to do so
- K16. Why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
- K17. The types of damaged surfaces and equipment that can cause food safety hazards and what to do about them
- K18. Why it is important to clear and dispose of waste promptly and safely and how to do so
- K19. How damage to walls, floors, ceilings, furniture and fittings can cause food safety hazards and the type of damage you should look for
- K20. The types of pests that you may find in catering operations and how to identify the signs that they may be there

## Unit 204 (2GEN4.3) Store food safely

### What you have to do

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To meet the national standard you must:

15. Check that food is undamaged and within its 'use-by date' when you receive it
16. Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety
17. Make sure storage areas are clean and maintained at the correct temperature for the type of food
18. Store food so that cross- contamination is prevented
19. Follow stock rotation procedures
20. Safely dispose of food that is beyond its 'use-by date'
21. Keep necessary records up-to-date

### What you must cover:

#### Storage areas

- a) ambient temperature
- b) refrigerator
- c) freezer

### What you have to know

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- K21. Why it is important to make sure food deliveries are undamaged and within their 'use-by date'
- K22. Why it is important that food is stored at the correct temperature and how you can ensure this
- K23. Why it is important to prepare food for storage – for example by removing and disposing of outer packaging (whilst retaining any important labelling information e.g. instructions for use, on allergens)
- K24. Why food must be put in the correct storage area and what temperatures different foods should be stored at
- K25. Why it is important that storage areas are clean and hygienic and what to do if they are not
- K26. How to check food is stored at the correct temperature
- K27. Why it is important to separate raw and ready-to-eat food
- K28. What types of food are raw and what types ready-to-eat
- K29. Why stock rotation procedures are important and why you must dispose of food beyond its 'use-by date'

## Unit 204

# Maintain food safety when storing, holding and serving food (2GEN4)

### Unit 204 (2GEN4.4) Hold and serve food safely

#### What you have to do

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To meet the national standard you must:

22. Handle food in a way that protects it from hazards
23. Follow your organisation's procedures for items that may cause allergic reactions
24. Prevent cross-contamination between raw foods and ready-to-eat foods
25. Use methods, times and temperatures that maintain food safety
26. Keep necessary records up-to-date.

#### What you must cover:

##### Hazards

- a) sources of bacteria and other organisms
- b) chemical
- c) physical
- d) allergenic

#### What you have to know

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- K30. How to check food during holding and serving
- K31. Why it is important to know that certain foods can cause allergic reactions and the procedures you should follow in your organisation to deal with these types of food, including what to do when a customer asks if a particular dish is free from a certain food allergen
- K32. How cross contamination can happen between raw food and food that is ready to eat and how to avoid this
- K33. Why you should hold food at the correct temperature and for the correct time
- K34. Holding temperatures and times you must use for the food you work with

### **What is this unit about?**

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure

**What you have to do**

To meet the national standard you must:

1. Make sure your payment point is working and that you have all the materials you need
2. Maintain the payment point and restock it when necessary
3. Enter / scan information into the payment point correctly
4. Tell the customer how much they have to pay
5. acknowledge the customer's payment and validate it where necessary
6. Follow correct procedure for chip and pin transactions
7. Put the payment in the right place according to your organisation's procedures
8. Give correct change for cash transactions
9. Carry out transactions without delay and give relevant confirmation to the customer
10. Make the payment point contents available for authorised collection when asked to

**What you must cover:****Materials**

- a) cash
- b) cash equivalents
- c) relevant stationery
- d) till / credit / debit rolls

**Payments**

- a) cash
- b) cheques
- c) credit cards
- d) debit cards
- e) cash equivalents

**What you have to know**

- K1. Legal requirements for operating a payment point and taking payments from customers
- K2. Your organisation's security procedures for cash and other types of payments
- K3. How you should set up your payment point
- K4. How to get stocks of materials you need to set up and maintain the payment point
- K5. Why it is important to tell the customer about any delays and how you should do so
- K6. The types of problems that might happen with your payment point and how to deal with these
- K7. How to change the till / debit / credit machine roll
- K8. The correct procedures for handling payments
- K9. What you should do if there are errors in handling payments
- K10. Understand the procedures for dealing with hand-held payment devices at tables
- K11. What procedure you must follow with regard to a payment that has been declined
- K12. What might happen if you do not report errors
- K13. The types of problems that may happen when you are taking payments and how to deal with these
- K14. The procedures for collecting the contents of the payment point and who you should hand payments over to
- K15. What some words in this unit mean
- K16. Authorised collection The correct person coming to pick up the payments from the till
- K17. Cash equivalents For example, vouchers, discounts, ledger payments
- K18. Payment point A till, credit/debit machine or hand-held device

## Unit 206

## Prepare and clear areas for table service (2FS1)

### What this Unit is about

This unit is about preparing areas and equipment for table service by checking stock levels and ensuring waste food containers are ready for use. It also covers preparing customer and dining areas; including laying up the tables and checking that condiments are ready for use. Finally, the unit covers clearing areas after service, e.g. stacking cutlery for cleaning and checking that service equipment such as hot plates are clean and turned off.

When you have completed this unit, you will have proved you can:

- 2FS1.1 Prepare service areas and equipment for table service
- 2FS1.2 Prepare customer and dining areas for table service
- 2FS1.3 Clear dining and service areas after table service

## Unit 206

## Prepare and clear areas for table service (2FS1)

### Unit 206 (2FS1.1) Prepare service areas and equipment for table service

<b>What you have to do</b>	<b>What you have to know</b>
To meet the national standard you must:	K1. Safe and hygienic working practices when preparing service areas and equipment for table service
1. Check that service areas are hygienic, undamaged and ready to use in line with the service operation	K2. Why a constant stock of food service items has to be maintained
2. Check that service equipment is clean, undamaged, positioned ready to use and turned on where appropriate	K3. Why it is important to check expiry dates on items and how to do so
3. Check that there are sufficient stocks of table service linen, table items and menus stored in line with service operation	K4. Your organisation's procedures for storage and stock rotation
4. Prepare condiments and accompaniments ready for service and store them in line with food hygiene regulations	K5. Why service equipment should be turned on before service
5. Check refuse and waste food containers are clean and ready for use	K6. Why waste must be handled and disposed of correctly
	K7. Where and from whom health and safety and food hygiene information can be obtained
	K8. The types of unexpected situations that may occur when you are preparing service areas and equipment and how to deal with these
<b>What you must cover:</b>	
<b>Service operation</b>	
a) restaurant table service	
b) function service	
<b>Service equipment</b>	
a) service cutlery/silverware	
b) glassware	
c) service dishes/flats	
d) refrigerated units	
e) hot/cold beverage service containers	
f) trays/trolleys	
g) sideboards/side tables/service station	
<b>Condiments and accompaniments</b>	
a) dry seasonings/flavourings	
b) mustards, sauces and salad dressings	
c) prepared bread items	

## Unit 206

## Prepare and clear areas for table service (2FS1)

### Unit 206 (2FS1.2) Prepare customer and dining areas for table service

#### What you have to do

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To meet the national standard you must:

6. Check dining furniture, table linen and table items are clean and undamaged
7. Arrange restaurant furniture according to the food service operation
8. Lay up tables according to cover lay up
9. Check the menus and ensure that they contain accurate information and are ready for customer use
10. Check that condiment containers are clean, full and ready for customers to use

#### What you must cover:

##### Table items

- a) crockery
- b) cutlery/silverware
- c) glassware
- d) menus/menu folders
- e) table decorations
- f) condiments and accompaniments
- g) napkins and table coverings

##### Service operation

- a) restaurant table service
- b) function service

##### Cover lay-up

- a) full place settings for a la carte menu
- b) full place settings for table d'hôte menu
- c) full place settings for functions

#### What you have to know

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- K9. Safe and hygienic working practices when preparing customer dining areas
- K10. Why it is essential to check table linen and table items before service
- K11. Why menus should be checked before use
- K12. Why heating/air conditioning/ventilation and lighting should be checked before use when preparing customer dining areas for table service
- K13. The types of unexpected situations that may occur when you are preparing customer dining areas and how to deal with these
- K14. What some of the words in this unit mean
- K15. Full place settings for a la carte menu  
Cutlery brought out suitable to the food ordered
- K16. Full place settings for table d'hôte menu  
All the cutlery already on the table

## Unit 206

## Prepare and clear areas for table service (2FS1)

### Unit 206 (2FS1.3) Clear dining and service areas after table service

#### What you have to do

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To meet the national standard you must:

1. Arrange table items used in food service area for cleaning or store them as required
2. Prepare service and table linen for dispatch to laundry or clean down and remove disposable items
3. Store food items and accompaniments for future use in line with food hygiene regulations
4. Dispose of rubbish and waste food correctly
5. Make sure that service equipment is clean and turned off or stored
6. Leave dining and food service areas tidy and ready for cleaning

#### What you have to know

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- K1. Safe and hygienic working practices when clearing dining and service areas
- K2. Why all dining and service areas should be left clean after service
- K3. Why certain electrical equipment should be turned off after service
- K4. Why waste must be handled and disposed of correctly
- K5. How to dispose of broken glass and crockery safely
- K6. The security procedures you should follow
- K7. The types of unexpected situations that may occur when you are clearing dining and service areas and how to deal with these

#### What you must cover:

##### Table items

- a) cutlery/silverware
- b) glassware
- c) menus/menu holders
- d) table decorations
- e) condiments and accompaniments
- f) napkins and table coverings

##### Food service areas

- a) customer dining areas
- b) sideboards/side tables/trolleys
- c) service preparation areas

##### Service equipment

- a) hot plates/plates
- b) warmers
- c) refrigerated units
- d) hot/cold beverage service containers
- e) trays/trolleys
- f) sideboards/side tables/service station

### **What is this unit about?**

This unit is about greeting and assisting customers when they arrive, giving them accurate information about dishes and taking their orders. It also covers serving customer orders, providing customers with items such as cutlery and condiments and keeping the dining area clean and tidy during service.

When you have completed this unit, you will have proved you can:

- 2FS2 1 Greet customers and take orders
- 2FS2 .2 Serve customer orders and maintain the dining area

**Unit 207 (2FS2.1) Greet customers and take orders**

<b>What you have to do</b>	<b>What you have to know</b>
To meet the national standard you must:	K1. Your organisation’s standards for customer service
1. Greet customers and identify their requirements and check any booking records as appropriate to the service operation	K2. Why menus should be checked before use
2. Provide customers with assistance when they arrive	K3. Why information about the menu should be given accurately to customers
3. Make sure customers have access to the correct menu	K4. Why it is important to have knowledge about the food being served
4. Give accurate information on individual dishes according to customers’ requirements	K5. Types of assistance that customers may need when they arrive and how to deal with these
5. Take the opportunity to maximise the order using appropriate sales techniques	K6. The types of unexpected situations that may occur when greeting customers and dealing with their orders and how to deal with these
6. Assist customers to make a choice where appropriate	
7. Identify, record and deal with their order promptly	

**What you must cover:**

**Table items**

- a) crockery
- b) cutlery and silverware
- c) glassware
- d) napkins
- e) condiments and accompaniments

**Service equipment**

- a) dishes, linens, flats
- b) tray/trolley service - cutlery and silverware
- c) service cloths/linen

**Service method**

- a) plated items
- b) served items

## Unit 207 (2FS2/10/2) Serve customer orders and maintain the dining area

What you have to do	What you have to know
<p>To meet the national standard you must:</p> <ol style="list-style-type: none"> <li>8. Provide customers with the correct table items for the food to be served at the appropriate times</li> <li>9. Serve food with clean and undamaged service equipment of the appropriate type</li> <li>10. Serve food of the type, quality and quantity required using the appropriate service method</li> <li>11. Keep the customer area tidy and clean</li> <li>12. Remove and replace used table items as required and maintain the correct stocks</li> <li>13. Remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly</li> <li>14. Carry out work with the minimum of disturbance to customers</li> </ol>	<ol style="list-style-type: none"> <li>K6. Safe and hygienic working practices when serving customers' orders</li> <li>K7. Which condiments and accompaniments best complement each menu item</li> <li>K8. Which service equipment is appropriate for different menu items</li> <li>K9. Why food should be arranged and presented in line with the menu specifications</li> <li>K10. Why care has to be taken to serve food hygienically</li> <li>K11. Safe and hygienic working practices when maintaining dining and service areas</li> <li>K12. Why dining and service areas must be kept tidy and free from rubbish and food debris</li> <li>K13. Why waste must be handled and disposed of correctly</li> <li>K14. Why a constant stock of linen, table items and accompaniments must be maintained</li> <li>K15. The types of unexpected situations that may occur when serving food at table and how to deal with these</li> </ol>
<p><b>What you must cover:</b></p>	
<p><b>Table items</b></p> <ol style="list-style-type: none"> <li>a) crockery</li> <li>b) cutlery and silverware</li> <li>c) glassware</li> <li>d) napkins</li> <li>e) condiments and accompaniments</li> </ol>	
<p><b>Service equipment</b></p> <ol style="list-style-type: none"> <li>a) dishes, linens, flats</li> <li>b) tray/trolley service – cutlery and silverware</li> <li>c) service cloths/linen</li> </ol>	
<p><b>Service method</b></p> <ol style="list-style-type: none"> <li>a) plated items</li> <li>b) served items</li> </ol>	

### **What is this unit about?**

This unit is about silver serving various foods including soups and sauces, bread rolls and potatoes, meat and poultry, vegetables and sweets. This unit also covers clearing finished courses including cutlery, crockery and other table items such as glassware.

When you have completed this unit, you will have proved you can:

- 2FS3.1 Silver serve food
- 2FS3.2 Clear finished courses

# Unit 208 (2FS3) Provide a silver service

## Unit 208 (2FS3.1) Silver serve food

<b>What you have to do</b>	<b>What you have to know</b>
To meet the national standard you must:	K1. Safe and hygienic working practices when providing a silver service
1. Make sure that service equipment is clean and undamaged and ready for service according to the service operation	K2. Why it is important to be familiar with the available menu items
2. Make sure that the food that you serve is of the type and quantity required and that it is arranged allowing for easy service	K3. What the operational procedures for serving courses are
3. Portion, serve and arrange the food items using the recommended service equipment	K4. What food has to be carefully portioned during service
4. Deal with surplus food items and used service equipment appropriately	K5. Why care has to be taken to serve and arrange food correctly
5. Carry out your work with the minimum of disturbance to customers	K6. Why care should be taken to avoid accidents
	K7. Why and to whom all customer incidents should be reported
	K8. The types of unexpected situations that may occur when providing silver service and how to deal with these
<b>What you must cover:</b>	
<b>Service equipment</b>	
a) dishes/liners/flats	
b) service cutlery/silverware	
c) service cloths/linen	
<b>Service operation</b>	
a) function silver service	
b) restaurant silver service	
c) buffet/carvery silver service	
<b>Food items</b>	
a) soups	
b) gravies/sauces	
c) bread rolls/potatoes/other solid items	
d) sliced meat/poultry	
e) rice/vegetables/other small chopped items	
f) pies/tarts/flans/gateaux	
g) puddings/spooned desserts	
h) cheese	

**Unit 208 (2FS3.2) Clear finished courses****What you have to do**

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To meet the national standard you must:

6. Clear finished courses from the table at the appropriate time according to the service operation
7. Clear finished courses and used crockery and cutlery systematically with assistance from other service staff
8. Check crockery, cutlery and other table items and replace or remove them as appropriate
9. Clear waste and food debris from the table in line with the service operation

**What you have to know**

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- K9. Safe and hygienic working practices when clearing finished courses
- K10. What the operational procedures for clearing finished courses are
- K11. Why and to whom any incidents or accidents should be reported
- K12. What the hygiene aspects are to clearing tables
- K13. The types of unexpected situations that may occur when clearing courses and how to deal with these

**What you must cover:****Courses**

- a) starter
- b) main course
- c) dessert

**Service operation**

- a) function silver service
- b) restaurant silver service
- c) buffet/carvery silver service

**Table items**

- a) glassware
- b) condiments and accompaniments
- c) table decorations

### **What is this unit about?**

This unit is about preparing the carvery or buffet display by arranging items such as crockery, cutlery and napkins. It also covers serving customers at the carvery or buffet which includes portioning the food and using the correct service style. Finally, the unit covers keeping customer dining areas clean by clearing tables and dealing with spillages

When you have completed this unit, you will have proved you can:

- 2FS4.1 Prepare and maintain a carvery/buffet display
- 2FS4 2 Serve and assist customers at the carvery/buffet

## Unit (2FS4.1) Prepare and maintain a carvery/buffet display

What you have to do	What you have to know
<p>To meet the national standard you must:</p> <ol style="list-style-type: none"> <li>1. Make sure the carvery/buffet table is clean, undamaged and positioned according to the service style</li> <li>2. Make sure table items are clean, undamaged and arrange them correctly for food service</li> <li>3. Make sure service equipment is clean, undamaged and positioned ready for use</li> <li>4. Display food items ready for service</li> <li>5. Display and store food items according to food safety requirements</li> <li>6. Replenish food items as necessary and keep the carvery or buffet free from food debris during food service</li> </ol>	<ol style="list-style-type: none"> <li>K1. Safe and hygienic working practices when preparing and maintaining a carvery or buffet display</li> <li>K2. Why food items should be replenished and displayed correctly throughout service</li> <li>K3. Why dining and service areas must be kept tidy and free from rubbish and food debris</li> <li>K4. Why service equipment should be turned on before service</li> <li>K5. Why heating/air conditioning/ventilation and lighting should be checked before use when preparing areas for service</li> <li>K6. Why table items should be checked for damage and cleanliness before service</li> <li>K7. The types of unexpected situations that may occur when preparing and maintaining the carvery or buffet and how to deal with these</li> </ol>
<p><b>What you must cover:</b></p>	
<p><b>Service style</b></p>	
<ol style="list-style-type: none"> <li>a) served buffet/carvery</li> <li>b) self-service buffet/carvery</li> </ol>	
<p><b>Table items</b></p>	
<ol style="list-style-type: none"> <li>a) crockery</li> <li>b) cutlery/silverware</li> <li>c) glassware</li> <li>d) table coverings</li> <li>e) napkins</li> <li>f) decorative items</li> <li>g) flowers</li> </ol>	
<p><b>Service equipment</b></p>	
<ol style="list-style-type: none"> <li>a) dishes/flats/plates</li> <li>b) service cutlery/silverware</li> <li>c) service cloths/linen</li> </ol>	
<p><b>Food items</b></p>	
<ol style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) accompaniments</li> </ol>	

**Unit (2FS4.2) Serve and assist customers at the carvery/buffet****What you have to do**

To meet the national standard you must:

7. Give information that meets the customers' needs and promotes the products and services of your organisation
8. Serve food with service equipment of the appropriate type that is clean and undamaged using the correct service style
9. Serve only food items that are of the required type and quality
10. Portion and arrange food in line with your organisation's style and customer requirements
11. Keep customer dining areas tidy and free from rubbish and food debris
12. Clear any used table items and left over food items when necessary
13. Carry out work with the minimum of disturbance to customers

**What you must cover:****Service style**

- a) served buffet/carvery
- b) self-service buffet/carvery

**Service equipment**

- a) dishes/flats/plates
- b) service cutlery/silverware
- c) service cloths/linen

**Food items**

- a) hot food
- b) cold food
- c) accompaniments

**What you have to know**

- K8. Safe and hygienic working practices when serving customers at a buffet or carvery
- K9. Why portions should be controlled when serving food to customers
- K10. Why information given to customers should be accurate
- K11. Why maintaining food at the correct temperature is important and how you can ensure this
- K12. Why and to whom all customer incidents should be reported
- K13. Safe and hygienic working practices when maintaining a customer dining area
- K14. Why waste must be handled and disposed of correctly
- K15. Why and to whom breakages should be reported
- K16. The types of unexpected situations that may occur when serving customers from the carvery or buffet and how to deal with these

### **What is this unit about?**

This unit is about converting an empty, but appropriate room so that it is suitable for dining purposes. It also covers returning the room to its original state

When you have completed this unit, you will have proved you can:

- 2FS5.1 Set up food dining areas
- 2FS5.2 Return food dining area to its original state

## Unit 210

## Convert a room for dining (2FS5)

### Unit 210 (2FS5.1) Set up food dining areas

What you have to do	What you have to know
To meet the national standard you must:	K1. Why it is important to lift heavy or bulk items using approved safe methods
1. Ensure the required number of staff are available to prepare the food dining areas, and inform the proper person when more staff are required	K2. What the safe methods for lifting and carrying are
2. Prioritise work and carry it out in an efficient manner	K3. How to determine how many staff are needed for lifting and carrying different items
3. Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so	K4. What equipment commonly needs to be moved
4. Move items not required in a safe way, and pack away as required	K5. What specific packing requirements certain equipment may have
5. Set up necessary dining and service equipment in a safe and hygienic manner to organisational standards, using the required number of people to move each item	K6. What the organisational table layouts are
6. Clean any unhygienic dining or service equipment or dining areas	K7. What the organisation's service structure is
	K8. Why, and to who, problems such as damaged dirty or missing equipment, need to be reported

#### What you must cover:

##### Dining equipment

- Tables
- Chairs
- Service surface

##### Service equipment

- Customer cutlery
- Service apparatus
- Customer plates / bowls
- Condiments

## Unit 210

## Convert a room for dining (2FS5)

### Unit 210 (2FS5.2) Return food dining area to its original state

<b>What you have to do</b>	<b>What you have to know</b>
To meet the national standard you must:	
7. Ensure the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required	K9. What materials and equipment are used for cleaning different types of surfaces in the food dining areas
8. Prioritise work and carry it out in an efficient manner	K10. Why the work area needs to be inspected on completion
9. Clean surfaces and service equipment where required	K11. What information is required in order to clean food dining surfaces
10. Move dining equipment and service equipment in an orderly manner ensuring they are correctly packed away	
11. Safely return any items to their proper place	
12. Ensure the area is left as required by organisational standards	

#### What you must cover

##### Dining equipment

- a) Tables
- b) Chairs
- c) Service surface

##### Service equipment

- a) Customer cutlery
- b) Customer plates / bowls
- c) Service apparatus
- d) Condiments

### **What is this unit about?**

This unit is about preparing stock and equipment in the bar area before service and clearing down. It also covers clearing and storing glassware, and dealing with broken glass.

When you have completed this unit, you will have proved you can:

- 2BS1.1 Prepare customer and service areas
- 2BS1.2 Clear customer and service areas
- 2BS1.3 Clean and store glassware

## Unit 211 (2BS1) 1 Prepare customer and service areas

### What you have to do

To meet the national standard you must:

1. Check stocks for drinks service, restocking and rotating them in line with workplace procedures
2. Prepare and store the drink accompaniments, ready for service
3. Make sure that service and electrical equipment is clean, free from damage and displayed as required
4. Make sure that menus and promotional material are accurate, clean, free from damage and displayed as required
5. Make sure service areas are clean, tidy and ready for service

### What you must cover:

Stocks for drinks service

- a) bottled soft/alcoholic drinks
- b) draught soft/alcoholic drinks
- c) soft/alcoholic drinks served by optics
- d) soft/alcoholic drinks free poured with measure and pourer
- e) hot drinks

Drink accompaniments

- a) ice
- b) food garnishes for drinks
- c) accompaniments for hot drinks
- d) decorative items for drinks

Service equipment

- a) bottle openers/cork screws
- b) optics, measures/pourers
- c) glassware
- d) drip trays and drip mats
- e) ice buckets and tongs
- f) knives and chopping boards
- g) coasters and drink mats

### What you have to know

- K1. Safe and hygienic working practices when preparing customer and service areas
- K2. Why and to whom breakages should be reported
- K3. Why it is essential to check the expiry dates on stock items
- K4. Why refrigeration units should be maintained at the correct temperature
- K5. Why correct storage and rotation procedures should be followed
- K6. Why service areas must be secured from unauthorised access at all times
- K7. Why maintenance should not be attempted on electrical equipment
- K8. Why a constant stock of drinks and accompaniments must be maintained
- K9. Why stocks of drinks must be rotated
- K10. The types of unexpected situations that may occur when you are preparing the bar area and how to deal with these

Electrical equipment

- a) refrigerated units
- b) ice machine

Service areas

- a) counters and shelves
- b) waste bins/bottle containers
- c) floors
- d) tables and chairs

## Unit 211 (2BS1) 2 Clear customer and service areas

### What you have to do

To meet the national standard you must:

6. Store, restock, or dispose of drink stocks and drink accompaniments, in line with workplace procedures
7. Ensure that service equipment is clean and stored as required
8. Make sure electrical equipment and machines are left in the correct condition
9. Ensure that customer and service areas are tidy, free from rubbish and ready for cleaning

### What you must cover:

1. Stocks for drinks service
  - a) bottled soft/alcoholic drinks
  - b) draught soft/alcoholic drinks
  - c) soft/alcoholic drinks served by optics
  - d) soft/alcoholic drinks free poured with measure and pourer
  - e) hot drinks
2. Drink accompaniments
  - a) ice
  - b) food garnishes for drinks
  - c) accompaniments for hot drinks
  - d) decorative items for drinks
3. Service equipment
  - a) bottle openers/cork screws
  - b) optics, measures/pourers
  - c) glassware
  - d) drip trays and drip mats
  - e) ice buckets and tongs

### What you have to know

- K11. Safe and hygienic working practices when clearing customer and service areas
  - K12. Why service areas should be left tidy and free from rubbish after service
  - K13. Why waste must be handled and stored correctly
  - K14. Why certain electrical equipment must be turned off after service
  - K15. Why maintenance must not be attempted on electrical equipment
  - K16. Why customer service areas must be secured from unauthorised access after service
  - K17. Why spillages and breakages must be reported to the appropriate person
  - K18. Why correct storage procedures must be followed for food and drink stocks
  - K19. The types of unexpected situations that may occur when you are clearing the bar area and how to deal with these
4. Electrical equipment
    - a) refrigerated units
    - b) ice machine
  5. Service areas
    - a) counters and shelves
    - b) waste bins/bottle containers
    - c) floors
    - d) tables and chairs

**Unit 211 (2BS1) 3 Clean and store glassware****What you have to do**

To meet the national standard you must:

10. Empty glassware and position it ready for cleaning
11. Check that cleaning equipment or machinery is clean, safe, free from damage and ready for use
12. Clean glassware at the recommended temperature using an appropriate cleaning method
13. Check that finished glassware is clean, dry and free from damage
14. Dispose of damaged or broken glassware following recommended procedures
15. Dispose of waste or dirty water following recommended procedures
16. Check that cleaning equipment or machines are left clean, dry, undamaged and ready for future use
17. Keep storage areas clean, tidy and free from rubbish

**What you have to know**

- K20. Safe and hygienic working practices when handling glassware, cleaning equipment and materials
- K21. Why glassware should be handled carefully
- K22. Why glassware should be cleaned at the correct temperature
- K23. What the proper procedure is for disposing of broken glass
- K24. How to maintain glass washing equipment
- K25. The types of unexpected situations that may occur when you are handling and cleaning glassware and how to deal with these

**What you must cover:**

1. Glassware
  - a) glasses
  - b) water jugs

### **What is this unit about?**

This unit is about providing customers with a range of alcoholic and non-alcoholic drinks – bottled, draught, cans and cartons, and those served by free pouring or optics, for example spirits and liqueurs.

When you have completed this unit, you will have proved you can:

- 2BS2.1 Take customer orders
- 2BS2.2 Serve drinks

**Unit 212 2BS2.1 Take customer orders****What you have to do**

To meet the national standard you must:

1. Deal with your customers in order of arrival where possible
2. Maintain focus on the customer and their needs
3. Offer your customers accurate information on available drinks
4. Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation
5. Identify customer requirements accurately and offer them drink accompaniments appropriate to the type of drink
6. Provide alcoholic drinks to permitted people only
7. Deal with customer incidents effectively and inform the proper person where necessary

**What you must cover:**

## 1. Information

- a) price
- b) alcoholic content
- c) name and type of drink
- d) style characteristics

## 2. Drinks

- a) bottled drinks
- b) draught drinks
- c) drinks in cans or cartons
- d) drinks served by free pouring or optics

## 3. Drink accompaniments

- a) ice/water
- b) food garnishes for drinks
- c) decorative items/stirrers

**What you have to know**

For the whole unit

- K1. What the Licensing Objectives are relevant to the country in which you are working
- K2. Current relevant legislation relating to licensing and weights and measures
- K3. Why it is important to check glassware for damage
- K4. Why drinks should be stored at the correct temperature
- K5. How to deal with violent/disorderly customers
- K6. Why it is important to offer customers accurate information e.g. about the strength of drinks and their basic characteristics
- K7. Why it is important to offer customers accurate information about special offers and promotions
- K8. What legal measures must be used to serve alcohol and why they must be used
- K9. What the law is in relation to serving underage drinkers and how this affects bar staff
- K10. What the law is in relation to the times of day/night that alcohol may be served
- K11. What symptoms indicate that a customer has drunk excessive amounts and what your legal responsibilities are in relation to this
- K12. Under what circumstances must customers not be served with alcohol
- K13. How to respond to signs that someone might be under the influence of drugs or buying/selling drugs
- K14. What procedures to follow in response to people smoking in a no smoking area
- K15. Types of non-routine needs that customers may have and how to deal with these

**For Element 2BS2.1**

16. Your organisation's standards for customer service
17. Different service styles within your organisation
18. Why you should deal with customers in order of arrival where possible

**Unit 212 (2BS2) 2 Serve drinks****What you have to do**

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To meet the national standard you must:

8. Select a glass in which to serve the drink according to your organisation's procedures and customer requirements
9. Check that the glass is clean and undamaged
10. Pour the drink according to the product that you are serving
11. Ensure that the drink is at the correct temperature before serving
12. Serve the drink to the customer in line with the service style
13. Promote additional products to the customer as appropriate

**What you must cover:**

## 1. Drinks

- a) bottled
- b) draught
- c) drinks in cans
- d) drinks in cartons
- e) free pouring/optics

## 2. Customer

- a) with routine needs
- b) with non-routine needs

## 3. Service style

- a) at the bar
- b) at the table

**What you have to know**

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- K19. The correct way to open capped, screw top and corked bottles and how to use the appropriate equipment
- K20. Why you should leave the bottle with the label facing the customer
- K21. The correct way to pour and serve the following draught drinks: stout, cask ales, keg beers / lagers, 'cream flow' drinks, cask/keg cider, wine
- K22. The correct way to pour and serve the following drinks for free or optic pouring: spirits, wines, ports and sherries, liqueurs, cordials
- K23. Types of glasses available to serve drinks and which ones to use according to your organisation's procedures and customer requirements
- K24. Correct temperatures for drinks

### **What is this unit about?**

This unit is about preparing cocktail making equipment and cocktail ingredients. It also covers mixing and serving cocktails and giving customers accurate information about them.

When you have completed this unit, you will have proved you can:

- 2BS3.1 Prepare service area and equipment for serving cocktails
- 2BS3.2 Mix and serve cocktails

**Unit 213 (2BS3) 1 Prepare service area and equipment for serving cocktails****What you have to do**

To meet the national standard you must:

1. Make sure that work areas are clean, tidy and ready to use
2. Make sure that cocktail-making equipment is clean and undamaged
3. Prepare and store cocktail ingredients ready to use
4. Store cocktail accompaniments ready to use

**What you must cover:**

## 1. Equipment

- a) pourers
- b) blenders
- c) shakers/mixers
- d) stirring equipment
- e) squeezers and strainers
- f) knives and chopping board
- g) glasses/jugs
- h) ice scoops
- i) cocktail list/menu

## 2. Ingredients

- a) fruit
- b) fruit juices/soft drinks
- c) cream/milk
- d) alcohol

## 3. Accompaniments

- a) ice
- b) food garnish
- c) salt/sugar
- d) decorative items

**What you have to know**

- K1. Safe and hygienic working practices when preparing areas and equipment for making cocktails
- K2. Why it is important to keep preparation areas and equipment hygienic when preparing cocktails
- K3. What safe working practices should be followed when preparing cocktails
- K4. Why it is important to have all ingredients ready before preparing cocktails
- K5. The types of unexpected situations that may happen when preparing areas and equipment to make cocktails

## Unit 213 (2BS3) 2 Mix and serve cocktails

**What you have to do**

To meet the national standard you must:

5. Identify customer requirements
6. Provide customers with accurate information about cocktails as required
7. Promote cocktails to customers at appropriate times
8. Assemble cocktails using the recommended, measures, techniques, equipment and accompaniments
9. Finish cocktails and serve them using the recommended equipment and accompaniments
10. Serve alcoholic cocktails to permitted people only

**What you must cover:**

## 2. Information

- a) price
- b) ingredients
- c) relative strength
- d) measures

## 2. Type of cocktail

- a) spirit based
- b) non-alcoholic
- c) cream based cocktail
- d) champagne based cocktail
- e) gin / vodka based cocktail
- f) tequila based cocktail
- g) fruit juice based cocktail
- h) sour cocktail

## 3. Methods

- a) shaken
- b) mixed
- c) stirred
- d) blended

**What you have to know**

- K6. Current relevant legislation relating to licensing and weights and measures legislation
- K7. Safe and hygienic working practices when serving cocktails
- K8. Why and to whom any customer incidents should be reported
- K9. How to respond to signs that someone might be under the influence of drugs or buying/selling drugs
- K10. How to deal with violent/disorderly customers
- K11. What procedures to follow in response to people smoking in a no smoking area
- K12. Where and from whom health and safety and food hygiene legislation can be obtained
- K13. Why it is important to offer customers accurate information e.g. about the strength of drinks and their basic characteristics
- K14. Why it is important to offer customers accurate information about special offers and promotions
- K15. Why correct information must be provided to customers at all times
- K16. Why it is important to recognise the names of different cocktails
- K17. What the different techniques for mixing cocktails are
- K18. Different measures for the types of cocktails you are making
- K19. Why it is important to use the correct measures when preparing cocktails
- K20. When it is permissible to free-pour when making cocktails
- K21. What legal measures must be used to serve alcohol and why they must be used
- K22. What the law is in relation to serving underage drinkers and how this affects bar staff
- K23. What the law is in relation to the times of

e) built/poured

#### 4. Accompaniments

- a) ice
- b) food garnishes
- c) salt/sugar
- d) decorative items

#### Equipment

- a) pourers
- b) blenders
- c) shakers/mixers
- d) stirring equipment
- e) squeezers and strainers
- f) knives and chopping boards
- g) glasses/jugs
- h) ice scoops

day/night that alcohol may be served

K24. What symptoms indicate that a customer has drunk excessive amounts and what your legal responsibilities are in relation to this

K25. Under what circumstances customers must not be served with alcohol

K26. The types of unexpected situations that may happen when preparing and serving cocktails and how to deal with these

### **What is this unit about?**

This unit is about preparing for wine service by checking equipment such as trays, corkscrews and ice buckets. It also covers the promotion of wines and taking orders. Finally it covers presenting wine to the customer and serving it at the correct temperature

When you have completed this unit, you will have proved you can:

- 2BS4.1 Prepare service areas, equipment and stock for wine service
- 2BS4.2 Determine customer requirements for wine
- 2BS4.3 Present and serve wine

**Unit 214 2BS4.1 Prepare service areas, equipment and stock for wine service****What you have to do**

To meet the national standard you must:

1. Make sure there are sufficient stocks of service linen, table items, service equipment and wine lists
2. Make sure service linen, table items, service equipment and wine lists are clean and ready for use
3. Make sure there is sufficient wine stock
4. Make sure the wine stock is free from damage, available for service and stored at the recommended serving temperature

**What you must cover:**

## 1. Service equipment

- a) glassware
- b) trays
- c) service cloths/linen
- d) corkscrews/bottle opener
- e) ice buckets/stands
- f) chillers/coolers

## 2. Wine

- a) red
- b) white/rosé
- c) sparkling/semi-sparkling
- d) dessert

**What you have to know**

- K1. Safe and hygienic working practices when preparing service areas, equipment and stock for wine service
- K2. What equipment is necessary for different types of wine
- K3. What glassware is necessary for different types of wine
- K4. What temperatures different types of wine should be stored and maintained at before service
- K5. What organisational procedures relate to preparing service areas, equipment and stock
- K6. The types of unexpected situations that may happen when preparing service areas and how to deal with these

**Unit 214 (2BS4.2) Determine customer requirements for wine****What you have to do**

To meet the national standard you must:

5. Present the wine list to the customer when they are considering their order
6. Establish an effective rapport with the customer and maintain it throughout the service
7. Take the opportunity to maximise sales through up-selling in line with current best practice and/or legislation
8. Give accurate wine list information to meet the requirements of the customer
9. Refer customer queries outside your own area of responsibility to the proper person
10. Take customer orders according to your organisation's procedures

**What you must cover:**

1. Wine list information
  - a) name and type of wine
  - b) price
  - c) style characteristics
  - d) country of origin
2. Customer needs
  - a) customer taste and style
  - b) price
  - c) occasion
  - d) matching wine to menu items

**What you have to know**

- K7. Current relevant legislation relating to trades description and licensing legislation when serving wine
- K8. How to deal with and report customer incidents
- K9. The importance of maximising sales through up-selling and how to do this
- K10. How to interpret the wine label information
- K11. The basic characteristics of the wines available within the establishment
- K12. How to describe wine characteristics to the customer
- K13. What factors to consider when providing advice to customers on choice of wine: which wines complement different types of food on the menu, customers' expressed taste, the occasion and organisation's requirements for sales
- K14. What techniques to use to promote wines to customers
- K15. What legal measures can be used to serve wine and which ones are most appropriate to your organisation
- K16. Under what circumstances must customers not be served with alcohol
- K17. What symptoms indicate that a customer has drunk excessive amounts and what are your legal responsibilities in relation to this
- K18. How to refuse to serve customers displaying inappropriate behaviour

**Unit 214 (2BS4) 3 Present and serve wine****What you have to do**

To meet the national standard you must:

11. Handle the wine and present it to the customer in a style and manner appropriate to the style of service
12. Open the wine using the appropriate method
13. Serve the wine at the recommended temperature using the correct service equipment
14. Check the wine prior to service
15. Deal with routine customer queries and comments
16. Refill customers' wine glasses in line with their requirements and established procedures

**What you must cover:**

## 1. Service equipment

- a) glassware
- b) trays
- c) service cloths/linen
- d) corkscrews/bottle openers
- e) ice buckets/stands
- f) chillers/coolers

## 2. Wine

- a) red
- b) white/rosé
- c) sparkling/semi-sparkling
- d) dessert

## 3. Style of service

- a) by the glass
- b) by the bottle
- c) by the carafe / decanter

**What you have to know**

19. Safe and hygienic working practices, relevant licensing weights and measures and trades description legislation
20. What the various safety procedures involved in opening a bottle of champagne or sparkling wine are
21. What the correct procedures for handling glassware are and which glassware is appropriate for use in the service of different types of wine
22. What the recommended temperatures for maintaining different types of wine during service are
23. What the correct method of service (etiquette) is for white wine, red wine, sparkling wine
24. How many measures of wine are obtainable from standard bottles of wine
25. The types of unexpected situations that may happen when serving wine and how to deal with these
26. What the indicators are when wine is not suitable for drinking

### **What is this unit about?**

This unit is about keeping cellars clean, ensuring that equipment such as refrigeration units are in working order, and that conditions are correct. The unit also covers connecting and disconnecting kegs and gas cylinders and checking to see that they are functioning properly.

When you have completed this unit, you will have proved you can:

- 2BS5.1 Maintain cellars
- 2BS5.2 Prepare kegs and gas for use

### Unit 215 (2BS5) 1 Maintain cellars

#### What you have to do

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To meet the national standard you must:

1. Make sure that cellar surfaces are free from dirt, rubbish, spillages and mould
2. Make sure that the floors are clean and that drains, gullies and sumps are free from blockages
3. Make sure that cellar equipment is clean and in good working order
4. Use the recommended cleaning equipment and materials and store them correctly after use
5. Maintain cellar environmental conditions in line with service operations
6. Secure the cellar against unauthorised access

#### What you have to know

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- K1. Safe and hygienic working practices when maintaining cellars
- K2. Why there are specific security procedures for going in and out of the cellar
- K3. Why cellars should be secured against unauthorised access at all times
- K4. Why the cellar should be kept clean and tidy at all times
- K5. Why the cellar must be kept at a recommended temperature and what this temperature should be
- K6. The types of unexpected situations that may happen when maintaining cellars and how to deal with these

#### What you must cover:

##### 1. Equipment

- a) racks/shelves/cradles
- b) refrigeration/cooling units
- c) environmental conditions
- d) cleaning systems
- e) equipment to control

##### 2. Environmental conditions

- a) humidity
- b) ventilation
- c) lighting
- d) temperature

## Unit 215 (2BS5) 2 Prepare kegs and gas for use

### What you have to do

To meet the national standard you must:

7. Position the full keg or gas cylinder for convenience at the appropriate time
8. Disconnect the empty keg or gas cylinder using the recommended method
9. Check that the new keg or gas cylinder contains the correct product and shows the correct date
10. Connect the new keg or gas cylinder using the recommended method
11. Check that the new keg or gas cylinder is working properly
12. Store used keg or gas cylinder ready for dispatch
13. Deal with leakages in keg or gas cylinders effectively and inform the proper person where necessary

### What you must cover:

1. Keg or gas cylinders
  - a) beer
  - b) cider
  - c) lager
  - d) real ales
  - e) carbon dioxide/mixed gas cylinders
  - f) bulk gas

### What you have to know

- K7. Safe and hygienic working practices when preparing kegs and gas cylinders for use
- K8. What are the risks of mishandling kegs and gas cylinders
- K9. Why the correct and safe lifting techniques must be used
- K10. Why the gas cylinder for use must be chained or strapped to the wall
- K11. Why and to whom any sign of damage to kegs/cylinders must be reported
- K12. Why it is essential to turn off the gas supply before disconnecting the keg
- K13. What the safety considerations are in dealing with mixed gases
- K14. What your organisation's procedure is in the event of an emergency
- K15. How to determine if kegs/cylinders are leaking
- K16. Why it is important to check date stamps on stock
- K17. How to tell if stock is out of condition
- K18. The types of unexpected situations that may happen when preparing kegs and gas cylinders and how to deal with these

### **What is this unit about?**

This unit is about using cleaning agents that are correctly diluted to clean pipes and taps, and checking that drink dispense lines are free from damage and in working order.

**What you have to do**

To meet the national standard you must:

1. Prepare the drink dispense line system ready for cleaning
2. Measure the line cleaning solution and draw through in line with operational procedures and health and safety requirements
3. Soak and clean the drink dispense line correctly in line with operational procedures
4. Flush the drink dispense lines with water and make sure that cleaned pipes and taps are free from debris, detergent and water
5. Make sure the cleaned drink dispense line system is free from damage and in good working order
6. Pull the drink through and ensure that it is of the correct quality for service
7. Return all equipment and ensure the cellar and bar are clean and tidy

**What you must cover:**

1. Drink dispense lines
  - a) beer/stout/lager/cider dispense lines

**What you have to know**

- K1. Current legislation regarding safe and hygienic working practices when cleaning drink dispense lines
- K2. Why it is important to clean drink dispense lines
- K3. What the dangers are of mishandling kegs and gas cylinders
- K4. What the health and safety issues are when working with line cleaning chemicals
- K5. Why it is important to make sure cleaning agents are correctly diluted
- K6. What equipment you need to clean drink dispense lines
- K7. Why on-line beverages should be tested after cleaning pipes and lines
- K8. Why lines should be thoroughly rinsed with clean water after cleaning and before use
- K9. What your organisation's procedures are for cleaning and maintaining post-mix dispense systems
- K10. The types of unexpected situations that may happen when cleaning lines and how to deal with these

## Unit 217

# Prepare and serve dispensed and instant hot drinks (2BS7)

### What is this unit about?

This unit is about preparing basic equipment such as small dispensing machines, kettles, urns, coffee and tea pots. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate.

When you have completed this unit, you will have proved you can:

- 2BS7.1 Prepare work area and equipment for service
- 2BS7.2 Prepare and serve hot drinks

## Unit 217

## Prepare and serve dispensed and instant hot drinks (2BS7)

### Unit 217 (2BS7) 1 Prepare work area and equipment for service

#### What you have to do

To meet the national standard you must:

1. Prepare the preparation, service and other equipment ready for use
2. Clean the work areas, leaving them tidy and ready for use
3. Make sure that preparation, service and other equipment are clean and free from damage
4. Store sufficient drink ingredients and accompaniments ready for use

#### What you have to know

- K1. Safe and hygienic working practices when preparing and serving hot drinks
- K2. Why drink, ingredients and accompaniments must be available and ready for immediate use
- K3. Why it is important to check for damage in all work areas and service equipment before taking orders
- K4. The types of unexpected situations that may occur when preparing areas and equipment for the preparation of hot drinks and how to deal with these

#### What you must cover:

##### 1. Preparation equipment

- a) small vending machines
- b) urns / kettles
- c) coffee pots
- d) tea pots

##### 2. Service equipment

- a) cutlery
- b) glassware
- c) crockery
- d) trays

##### 3. Other equipment

- a) dish washers
- b) fridges/freezers
- c) thermometers

##### 4. Drinks

- a) coffee
- b) hot chocolate
- c) tea

##### 5. Drink ingredients

- a) coffee bags /pods / capsules
- b) pre-ground coffee beans

- c) instant coffee
- d) syrups
- e) chocolate powder
- f) loose tea
- g) tea bags
- h) fruit / herbal tea

6. Drink accompaniments

- a) sugar
- b) milk
- c) dusting/topping powder
- d) cream

## Unit 217

## Prepare and serve dispensed and instant hot drinks (2BS7)

### Unit 217 (2BS7) 2 Prepare and serve hot drinks

#### What you have to do

To meet the national standard you must:

5. Identify customer requirements
6. Provide customers with accurate information on drinks as required
7. Promote company drinks to customers at all appropriate times
8. Make the drinks using the correct equipment and ingredients
9. Serve the drink in your company style, offering the correct accompaniments
10. Clean preparation and serving equipment after use and tidy the preparation and serving area

#### What you have to know

- K5. Safe and hygienic working practices when preparing and serving hot drinks
- K6. Why information about products given to customers should be accurate
- K7. What the different techniques are for mixing and preparing different types of beverages to customer requirements
- K8. Why and to whom all customer incidents should be reported
- K9. Why and to whom all breakages/spillages must be reported
- K10. Why customers and service areas should be kept clean, tidy and free from rubbish and used equipment

#### What you must cover:

##### 1. Drinks

- a) coffee
- b) hot chocolate
- c) tea

##### 2. Preparation equipment

- a) small vending machines
- b) kettles
- c) urns
- d) coffee pots
- e) tea pots

##### 3. Service equipment

- a) cutlery
- b) glassware
- c) crockery
- d) trays

##### 4. Drink ingredients

- a) coffee bags /pods / capsules
- b) pre-grounded coffee beans
- c) instant coffee

- d) syrups
- e) chocolate powder
- f) loose tea
- g) tea bags
- h) fruit / herbal tea

#### 5. Drink accompaniments

- a) sugar
- b) milk
- c) dusting/topping powder
- d) cream

## Unit 218

# Prepare and serve hot drinks using specialist equipment (2BS8)

### What is this unit about?

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafétieres. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally the unit covers the maintenance of drink making equipment and checking the level of stocks.

When you have completed this unit, you will have proved you can:

- 2BS8.1 Prepare work area and equipment for service
- 2BS8.2 Prepare and serve hot drinks

## Unit 218

## Prepare and serve hot drinks using specialist equipment (2BS8)

### Unit 218 (2BS8) 1 Prepare work area and equipment for service

#### What you have to do

To meet the national standard you must:

1. Make sure that preparation, service and other equipment is clean, free from damage and ready for service
2. Clean the work areas, leaving them tidy and ready for use
3. Arrange promotional and display materials correctly
4. Store sufficient drink ingredients and accompaniments ready for use

#### What you must cover

##### 1. Preparation equipment

- a) espresso machine
- b) cream whipper
- c) knock out box
- d) bean grinders
- e) filter system
- f) caf tiere
- g) blender
- h) steamer
- i) urn

##### 2. Service Equipment

- a) cutlery
- b) glassware
- c) crockery
- d) trays

##### 3. Other equipment

- a) dish washers
- b) fridges/freezers
- c) thermometers
- d) temperature records

##### 4. Promotional and display material

- a) menus
- b) leaflets
- c) posters

#### What you have to know

- K1. Safe and hygienic working practices when preparing preparation and service areas
- K2. Why drink ingredients and accompaniments must be available and ready for immediate use
- K3. Why it is important to check for damage in all work areas and service equipment before taking orders
- K4. The types of unexpected situations that may occur when preparing preparation and service areas and how to deal with these

##### 5. Drinks

- a) coffee
- b) hot chocolate
- c) tea
- d) steamed milk drinks
- e) iced drinks

##### 6. Drink ingredients

- a) freshly ground coffee beans
- b) pre-ground coffee beans
- c) syrups
- d) chocolate powder
- e) milk
- f) ice cream
- g) spray cream
- h) tea
- i) ice

##### 7. Drink accompaniments

- a) sugar
- b) dusting/topping powder
- c) cream

## Unit 218

## Prepare and serve hot drinks using specialist equipment (2BS8)

### Unit 218 (2BS8) 2 Prepare and serve hot drinks

#### What you have to do

To meet the national standard you must:

5. Identify customer requirements
6. Provide customers with accurate information on drinks as required
7. Take opportunities to maximise sales through up-selling
8. Make the drinks using the recommended equipment and ingredients
9. Serve the drink in your company style, offering appropriate accompaniments
10. Clean and maintain preparation and service equipment
11. Maintain stocks of drink ingredients and accompaniments

#### What you must cover:

##### 1. Information

- a) price
- b) relative strength
- c) ingredients
- d) origin of drink

##### Drinks

- a) coffee
- b) hot chocolate
- c) tea
- d) steamed milk drinks
- e) iced drinks (e.g. frappé / iced tea)

##### Drink ingredients

- a) freshly ground coffee beans
- b) pre-ground coffee beans
- c) syrups
- d) chocolate powder
- e) milk

#### What you have to know

- K5. Safe and hygienic working practices when preparing and serving hot drinks
- K6. Why information about products given to customers should be accurate
- K7. What the different techniques for mixing and preparing different types of beverages to customer requirements are
- K8. Why and to whom all customer incidents should be reported
- K9. How to deal safely with breakages and spillages
- K10. Why and to whom all breakages/spillages must be reported
- K11. Why customer and service areas should be kept clean, tidy and free from rubbish and used equipment
- K12. The types of unexpected situations that may occur when preparing and serving hot drinks and how to deal with these
- K13. Safe and hygienic working practices when maintaining hot drink making equipment
- K14. Why a constant level of stock must be maintained
- K15. To whom any stock deficiencies should be reported
- K16. How to use cleaning materials correctly
- K17. The dangers of misusing cleaning equipment
- K18. What tests should be carried out after cleaning preparation equipment
- K19. The types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with these

- f) ice cream
- g) spray cream
- h) tea
- i) ice

#### Drink accompaniments

- a) sugar
- b) dusting/topping powder
- c) cream

#### Preparation equipment

- a) espresso machine
- b) cream whipper
- c) knock out box
- d) bean grinders
- e) filter system
- f) caf tiere
- g) blender
- h) steamer

#### Service Equipment

- a) cutlery
- b) glassware
- c) crockery
- d) trays

**What is this unit about?**

This unit is about preparing for and checking drinks deliveries, filling in any necessary documents and safely transporting deliveries to storage areas. The unit also covers ongoing monitoring of the storage conditions and levels of stock

When you have completed this unit, you will have proved you can:

- 2BS9.1 Receive drinks deliveries
- 2BS9.2 Store and issue drinks stock

**Unit 219 (2BS9)1 Receive drinks deliveries****What you have to do**

To meet the national standard you must:

1. Prepare receiving and storage areas for deliveries
2. Make sure that drink deliveries tally with documentation
3. Make sure that all goods received are undamaged, of good quality and do not exceed their expiry dates
4. Make sure that goods remain undamaged during transportation to the storage areas
5. Keep receiving areas clean, tidy, free from rubbish and secured against unauthorised access
6. Complete delivery documentation accurately and retain a copy for your organisation's records

**What you have to know**

- K1. Safe and hygienic working practices when receiving drink deliveries
- K2. Why receiving areas should be secured from unauthorised access
- K3. Why and to whom breakages should be reported
- K4. Where and from whom health and safety information can be obtained
- K5. Why deliveries should tally with both order and delivery documentation
- K6. What documentation must be retained for records
- K7. The types of unexpected situations that may occur when receiving drinks stock and how to deal with these

**What you must cover:**

Deliveries

- a) crated bottled drinks
- b) boxed bottled drinks
- c) beer kegs
- d) gas cylinders
- e) bar equipment
- f) glasses

**Unit 219 (2BS9) 2 Store and issue drinks stock****What you have to do**

To meet the national standard you must:

7. Maintain stock storage conditions and follow stock rotation procedures correctly
8. Maintain accurate records of drink items that have been received, stored and issued
9. Issue drink items in line with operational requirements
10. Report low stock levels to the proper person
11. Keep storage areas clean, tidy, free from rubbish and secured against unauthorised access

**What you must cover:**

Storage conditions

- a) lighting
- b) ventilation
- c) temperature
- d) cleanliness

Drink items

- a) crated bottled drinks
- b) boxed bottled drinks
- c) bottled wines
- d) bottled spirits
- e) keg beers
- f) cask beers

**What you have to know**

- K8. Safe and hygienic working practices when storing and issuing drinks
- K9. Why storage areas should be secured from unauthorised access at all times
- K10. Why correct storage and rotation procedures should be followed
- K11. Why broken bottles should be retained
- K12. Why correct and safe lifting techniques must be used
- K13. Why stock should be stacked correctly
- K14. Why a minimum stock of drink items must be maintained
- K15. To whom low levels of stock should be reported and why
- K16. Why the correct documentation must be received before stock is issued
- K17. The types of unexpected situations that may occur when storing drinks stock and how to deal with these

### What is this unit about?

This unit is about preparing fresh, semi-prepared fish for basic dishes.

The preparation methods are:

- filleting (removing pin bones, rib bones and spine)
- cutting (darne, goujon, suprême, tronçon, délice, paupiette)
- trimming
- skinning
- coating (for example, with flour, breadcrumbs or batter)
- marinading

The fish covered by the unit are:

- white fish – round (for example, cod, whiting or hake)
- white fish – flat (for example, plaice, sole or turbot)
- oily (for example, salmon or mackerel)

The typical day-to-day activities you might carry out for this unit include:

- checking the fish meets requirements
- selecting the right tools and equipment
- preparing the fish
- storing prepared fish not for immediate use

**What you have to do**

To meet the national standard you must:

1. Check the fish meets requirements
2. Choose and use tools and equipment correctly
3. Prepare the fish to meet the requirements of the dish
4. Safely store any prepared fish not for immediate use

**What you must cover:**

Fish

- a) White fish - round
- b) White fish - flat
- c) Oily fish

Prepare by:

- a) Filleting
- b) removing pin bone
- c) removing rib bones
- c) removing spine
- d) Cutting
- e) darne
- f) goujon
- g) supreme
- h) tronçon
- d) délice
- d) paupiette
- c) Trimming
- d) Skinning
- e) Coating
- f) Marinading

**What you have to do**

- K1. Different types of commonly used flat, round and oily fish and how to identify them
- K2. How to check that the fish meets requirements
- K3. What quality points to look for in fresh fish: white fish (round), white fish (flat), oily fish
- K4. What you should do if there are problems with the fish or other ingredients
- K5. The correct tools and equipment to carry out the following preparation methods: filleting (removing pin bone, rib bones and spine), cutting (darne, goujon, suprême, tronçon, délice, paupiette), skinning and trimming
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to carry out the following preparation methods correctly: filleting (removing pin bone, rib bones and spine), cutting (darne, goujon, suprême, tronçon, délice, paupiette), skinning, trimming, coating and marinading
- K8. The reasons for coating and marinading fish
- K9. The texture of different types of fish and what this means in terms of handling the fish during preparation
- K10. How to store prepared fish correctly
- K11. Healthy eating options when preparing fish

### **What is this unit about?**

This unit is about preparing shellfish for basic dishes.

The preparation methods are:

- trimming
- shelling
- washing
- coating
- cutting

The shellfish covered by the unit are:

- prawns
- shrimps
- mussels
- cockles
- clams

The typical day-to-day activities you might carry out for this unit include:

- checking the shellfish meets requirements
- selecting and using tools and equipment
- preparing the shellfish
- storing shellfish not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the shellfish meets requirements
2. Choose and use the correct tools and equipment
3. Prepare the shellfish to meet the requirements of the dish
4. Safely store any prepared shellfish not for immediate use

**What you must cover:**

Shellfish

- a) Prawns
- b) Shrimps
- c) Mussels, cockles and clams

Prepare by:

- a) Trimming
- b) Shelling
- c) Washing
- d) Coating
- e) Cutting

**What you have to know**

- K1. How to check the shellfish meets requirements
- K2. What quality points to look for in fresh shellfish: prawns, shrimps, mussels, cockles, clams
- K3. What you should do if there are problems with the shellfish
- K4. The correct tools and equipment to carry out the following preparation methods: trimming, shelling, washing, coating, cutting.
- K5. How to carry out the following preparation methods correctly: trimming, shelling, washing, coating, cutting
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. What quality points to look for in prepared shellfish
- K8. How to store prepared shellfish correctly
- K9. Healthy eating options when preparing shellfish

### **What is this unit about?**

This unit is about preparing meat (other than poultry) for basic dishes.

The preparation methods are:

- cutting (portioning, slicing and dicing)
- seasoning/marinading
- trimming

The typical day-to-day activities you might carry out for this unit include:

- checking the meat meets requirements
- selecting and using tools, knives and equipment
- preparing the meat
- storing meat not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the meat meets requirements
2. Choose and use the tools and equipment correctly
3. Prepare the meat to meet the requirements of the dish
4. Safely store any prepared meat not for immediate use

**What you must cover:**

Prepare by:

- a) Cutting
- b) Dice
- c) Slice
- d) Portion
- e) Basic boning of joints
- f) Seasoning/marinading
- a.) Trimming
- b.) Tying
- c.) Tenderising

**What you have to know**

- K1. How to check the meat meets requirements
- K2. What quality points to look for in fresh meat
- K3. What you should do if there are problems with the meat or other ingredients
- K4. The correct tools, knives and equipment to carry out the following preparation methods: cutting (portioning, slicing and dicing), mincing, seasoning/marinading, trimming, tying, tenderising
- K5. How to carry out the following preparation methods correctly: cutting (portioning, slicing and dicing), mincing, seasoning/marinading, trimming, tying, tenderising
- K6. Why it is important to use the correct tools, knives, equipment and techniques
- K7. How to store prepared meat correctly
- K8. Healthy eating options when preparing meat

### What is this unit about?

This unit is about preparing poultry for basic dishes.

The preparation methods are:

- checking and preparing the cavity
- seasoning/marinading
- trimming
- cutting (portion, dice and cut for sautéing)
- stuffing/filling
- coating
- tying
- batting out

The poultry covered by the unit are:

- Whole birds
- Poultry portions

The typical day-to-day activities you might carry out for this unit include:

- checking the poultry meets requirements
- selecting and using tools and equipment
- preparing the poultry
- storing poultry not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the poultry meets requirements
2. Choose and use the correct tools and equipment
3. Prepare the poultry to meet the requirements of the dish
4. Safely store any prepared poultry not for immediate use

**What you must cover:**

Poultry

- a) Whole birds
- b) Portions of poultry meat

Prepare by:

- a) Cleaning
- b) Checking and preparing the cavity
- c) Seasoning/marinading
- d) Trimming
- q) Cutting: (portion/dice/cut for sautéing)
- r) Stuffing/filling
- s) Coating
- t) Tying
- u) Batting out

**What you have to know**

- K1. How to check that the poultry meets requirements
- K2. What quality points to look for in a range of fresh poultry including duck, chicken and turkey
- K3. What you should do if there are problems with the poultry or other ingredients
- K4. The correct tools and equipment to carry out the following preparation methods: checking and preparing the cavity, seasoning / marinading, trimming, cutting (portion, dice and cut for sautéing), stuffing and filling, coating, tying and batting out.
- K5. How to carry out the following preparation methods correctly: checking and preparing the cavity, seasoning/marinading, trimming, cutting (portion, dice and cut for sautéing), stuffing and filling, coating, tying and batting out.
- K6. Why it is important to use the correct tools, knives, equipment and techniques
- K7. How to store prepared poultry
- K8. Healthy eating options when preparing poultry

### **What is this unit about?**

This unit is about preparing game for basic dishes.

The preparation methods are:

- checking and preparing the cavity
- seasoning/marinading
- trimming
- cutting (portion and dice)
- stuffing/filling
- trussing

The game covered by the unit are:

- skinned – i.e venison, rabbit
- plucked – pheasant, grouse, partridge

The typical day-to-day activities you might carry out for this unit include:

- checking the game meets requirements
- selecting and using tools and equipment
- preparing the game
- storing game not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the game meets requirements
2. Choose and use tools and equipment correctly
3. Prepare the game to meet the requirements of the dish
4. Safely store any prepared game not for immediate use

**What you must cover:**

Game

- a) Skinned
- b) Plucked

Prepare by:

- a) Checking and preparing the cavity
- b) Seasoning/marinading
- c) Trimming
- d) Cutting (portion and dice)
- e) Stuffing/filling
- f) Tying

**What you have to know**

- K1. How to check the game meets requirements
- K2. What quality points to look for in fresh game: skinned and plucked
- K3. What you should do if there are problems with the game or other ingredients
- K4. The correct tools and equipment to carry out the following preparation methods: checking and preparing the cavity, seasoning/marinading, trimming, cutting (portion and dice), stuffing and filling, tying.
- K5. How to carry out the following preparation methods correctly: checking and preparing the cavity, seasoning/marinading, trimming, cutting (portion and dice), stuffing and filling, tying
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to store prepared game
- K8. Healthy eating options when preparing game

### What is this unit about?

This unit is about preparing offal for basic dishes.

The preparation methods are:

- cutting and slicing
- marinading/seasoning
- coating with flour
- skinning
- trimming
- blending and mincing

The offal covered by the unit are:

- liver
- kidney
- sweetbread

The typical day-to-day activities you might carry out for this unit include:

- checking the offal meets requirements
- selecting and using tools and equipment
- preparing the offal
- storing offal not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the offal meets requirements
2. Choose and use the correct tools and equipment
3. Prepare the offal to meet the requirements of the dish
4. Safely store any prepared offal not for immediate use

**What you must cover:**

Offal

- a) Liver
- b) Kidney
- c) Sweetbread

Prepare by:

- d) Cutting and slicing
- e) Marinading/Seasoning
- f) Coating with flour
- g) Skinning
- h) Trimming
- i) Blending and mincing

**What you have to know**

- K1. How to check the offal meets requirements
- K2. What quality points to look for in fresh offal: liver, kidney, sweetbread
- K3. What you should do if there are problems with the offal or other ingredients
- K4. The correct tools and equipment to carry out the following preparation methods: cutting and slicing, marinating/seasoning, coating with flour, skinning, trimming, blending and mincing
- K5. How to carry out the following preparation methods correctly: cutting and slicing, marinating/seasoning, coating with flour, skinning, trimming, blending and mincing
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to store prepared offal
- K8. Healthy eating options when preparing offal

### What is this unit about?

This unit is about preparing vegetables using basic preparation methods:

The preparation methods are:

- washing
- peeling
- re-washing
- chopping
- traditional French cuts
- slicing
- trimming
- grating

The vegetables covered by the unit are:

- roots
- bulbs
- flower heads
- fungi
- seeds and pods
- tubers
- leaves
- stems
- vegetable fruits

The typical day-to-day activities you might carry out for this unit include:

- checking the vegetables meet requirements
- selecting and using tools and equipment
- preparing the vegetables
- storing vegetables not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the vegetables meet requirements
2. Choose and use tools and equipment correctly
3. Prepare the vegetables to meet the requirements of the dish
4. Safely store any prepared vegetables not for immediate use

**What you must cover:**

Vegetables

- a) Roots
- b) Bulbs
- c) Flower heads
- d) Fungi
- d) Seeds and pods
- e) Tubers
- f) Leaves
- g) Stems
- h) Vegetable fruits

Prepare by:

- a) Washing
- b) Peeling
- c) Re-washing
- d) Chopping
- e) Traditional French cuts
- f) Slicing
- g) Trimming
- h) Grating

**What you have to know**

- K1. How to check the vegetables meet requirements
- K2. What quality points to look for in fresh vegetables: roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits, seaweed
- K3. What different fresh vegetables are available depending the season
- K4. What you should do if there are problems with the vegetables or other ingredients
- K5. The correct tools and equipment to carry out the following preparation methods: washing, peeling, re-washing, chopping, traditional French cuts, slicing, trimming, grating
- K6. How to carry out the following preparation methods correctly: washing, peeling, re-washing, chopping, traditional French cuts, slicing, trimming, grating
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. How to maintain the appearance and texture of vegetables during preparation
- K9. How to store prepared vegetables
- K10. Healthy eating options when preparing vegetables

**What is this unit about?**

This unit is about cooking and finishing basic fish dishes, for example:

- grilled salmon steaks
- sea bass with lemon butter
- battered fish (fresh)
- pan fried trout
- fish cakes
- fish pie

The fish covered by the unit are:

- white fish – round (for example, cod, whiting or hake)
- pre-portioned fish
- white fish – flat (for example, plaice, sole or turbot)
- oily fish (for example, salmon or mackerel)

The cooking methods covered include:

- frying (deep and shallow)
- grilling
- poaching
- baking
- steaming.

The finishing methods covered include:

- garnishing
- presentation

**What you have to do**

To meet the national standard you must:

1. Check the fish meets dish requirements
2. Choose and use the right tools and equipment correctly
3. Combine the fish with other ingredients
4. Cook the fish to meet the requirements of the dish
5. Garnish and present the dish to meet requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked fish not for immediate use

**What you must cover:**

Fish

- a) White fish - round
- b) White fish – flat
- c) Oily
- d) Pre-portioned fish

Cooking by:

- a) Frying
  - Deep
  - Shallow
- b) Grilling
- c) Poaching
- d) Baking
- e) Steaming

**What you have to know**

- K1. How to check the fish meets dish requirements
- K2. What quality points to look for in fish: white fish (round), white fish (flat) and oily fish
- K3. What you should do if there are problems with the fish or other ingredients
- K4. The correct tools and equipment to carry out the following cooking methods: frying (deep and shallow), grilling, poaching, baking and steaming.
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the following cooking methods according to dish requirements: frying (deep and shallow), grilling, poaching, baking and steaming
- K7. Why it is important to use the correct techniques for each type of fish
- K8. The correct temperatures for cooking fish: flat, round, oily; and why these temperatures are important
- K9. How to carry out the following finishing methods: garnishing and presentation
- K10. How to correct a fish dish to make sure it has the right colour, consistency and flavour
- K11. The correct temperatures for holding and serving fish dishes
- K12. Healthy eating options when cooking and finishing fish

### What is this unit about?

This unit is about cooking and finishing basic shellfish dishes, for example:

The shellfish covered by the unit are:

- prawns
- shrimps
- mussels
- cockles
- clams

The cooking techniques covered include:

- boiling
- frying (deep and shallow)
- grilling

The finishing techniques covered include:

- garnishing
- saucing
- presentation

The typical day-to-day activities you might carry out for this unit include:

- checking the shellfish for type, quality and quantity
- selecting tools and equipment for cooking and finishing
- combining the shellfish with other ingredients ready for cooking
- cooking the shellfish
- garnishing, saucing and presenting the dish
- making sure it meets other dish requirements such as flavour, colour, consistency and quantity
- making sure the dish is held and served at the correct temperature
- storing cooked shellfish not for immediate use.

**What you have to do**

To meet the national standard you must

1. Check the shellfish meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine the shellfish with other ingredients
4. Cook the shellfish to meet the requirements of the dish
5. Make sure the dish has the correct flavour, colour, consistency and quantity
6. Garnish and present the dish to meet requirements
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked shellfish not for immediate use

Shellfish

- a) Prawns
- b) Shrimps
- c) Mussels, cockles and clams

Cooking by:

- a) Boiling
- b) Frying (deep/shallow)
- c) Grilling

**What you have to know**

- K1. How to check the shellfish meets dish requirements
- K2. What quality points to look for in shellfish: prawns, shrimps, mussels, cockles, clams
- K3. What you should do if there are problems with the shellfish or other ingredients
- K4. The correct tools and equipment to carry out the following cooking methods: boiling, frying (deep and shallow), grilling
- K5. Why it is important to use the correct tools and equipment
- K6. How to carry out the following cooking methods according to dish requirements: boiling, frying (deep and shallow), grilling
- K7. The correct temperatures for cooking shellfish: prawns, shrimps, mussels, cockles, clams
- K8. Why it is important to use the correct cooking techniques
- K9. How to carry out the following finishing methods: garnishing, saucing and presentation
- K10. How to ensure a shellfish dish has the correct colour, consistency and flavour
- K11. The correct temperatures for holding and serving shellfish dishes
- K12. Healthy eating options when cooking and finishing shellfish

### **What is this unit about?**

This unit is about cooking and finishing basic meat dishes, for example:

- cuts of meat (for example, steaks and cutlets)
- stews and casseroles
- curries
- minced dishes (for example, shepherd's pie or lasagne)

The cooking techniques covered include:

- grilling (over fire/under fire)
- griddling
- frying (shallow and stir)
- braising
- stewing
- roasting
- combining cooking methods

The finishing techniques covered include

- garnishing
- presentation

**What you have to do**

To meet the national standard you must:

1. Check the meat for type, cut, quantity and quality
2. Choose and use tools and equipment correctly
3. Combine the meat with other ingredients
4. Cook the meat to meet the requirements of the dish
5. Make sure the dish has the correct flavour, consistency and quantity
6. Garnish and present the dish to meet requirements
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked meat not for immediate use

**What you must cover:**

Cooking by:

- a) Grilling (over and under fire)
- b) Griddling
- c) Frying (shallow/stir)
- d) Braising
- e) Stewing
- f) Roasting
- g) Combining cooking methods

**What you have to know**

- K1. How to check the meat is of the correct type, cut and quantity for the dish
- K2. What quality points to look for in prepared meat
- K3. What you should do if there are problems with the meat or other ingredients
- K4. What the benefits of sealing meat are
- K5. Different cuts of meat and the most effective (or appropriate) methods of cooking them
- K6. The correct tools and equipment to carry out the following cooking methods: grilling, (over and under fire), griddling, frying (shallow and stir), braising, stewing, roasting, combining cooking methods
- K7. Why it is important to use the correct tools and equipment
- K8. How to use the following cooking methods according to dish requirements: grilling, (over and under fire), griddling, frying (shallow and stir), braising, stewing, roasting, combining cooking methods
- K9. The correct temperatures for cooking meat using the cooking methods listed
- K10. How to correct a meat dish to meet finishing requirements
- K11. How to carry out the following finishing methods: garnishing and presentation
- K12. The correct temperatures for holding and serving meat dishes
- K13. Healthy eating options when cooking and finishing meat

### **What is this unit about?**

This unit is about cooking and finishing basic poultry dishes, for example:

- Sauteed chicken
- Stuffed legs/supremes
- Roast duck

The poultry covered by the unit are:

- duck
- chicken
- turkey

The cooking techniques covered include:

- grilling (over fire and under fire)
- griddling
- roasting
- poaching
- deep, shallow, sauteing and stir frying
- steaming
- braising
- combining cooking methods

The finishing techniques covered include:

- garnishing
- presentation

**What you have to do**

To meet the national standard you must:

1. Check the poultry meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine the poultry with other ingredients
4. Cook the poultry to meet the requirements of the dish
5. Make sure the dish has the correct colour, flavour, consistency and quantity
6. Garnish and present the dish to meet requirements
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked poultry not for immediate use

**What you must cover:**

Poultry

- a) Whole birds
- b) Poultry portions

Cooking by:

- a) Grilling
- b)) Griddling
- c) Roasting
- d) Poaching
- e) Frying (deep/shallow/saut ing/stir)
- f) Steaming
- g) Braising
- h) Combining cooking methods

**What you have to know**

- K1. How to check the poultry meets dish requirements
- K2. What quality points to look for in a range of poultry: duck, chicken, turkey
- K3. What you should do if there are problems with the poultry or other ingredients
- K4. The correct tools and equipment to carry out the following cooking methods: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, braising, combining cooking methods
- K5. Why it is important to use the correct tools, knives and equipment
- K6. How to use the following cooking methods according to dish requirements: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, braising, combining cooking methods
- K7. Why it is important to use the correct cooking techniques
- K8. The correct temperatures for cooking poultry: duck, chicken, turkey
- K9. How to correct a poultry dish to meet finishing requirements
- K10. How to carry out the following finishing methods: garnishing and presentation
- K11. The correct temperatures for holding and serving poultry dishes
- K12. The correct temperatures for storing poultry dishes not for immediate use
- K13. Healthy eating options when cooking and finishing poultry

### What is this unit about?

This unit is about cooking and finishing basic game dishes, for example:

- venison stew
- roast quail
- roast pheasant
- roast pigeon

The game covered by the unit are:

- furred
- feathered

The cooking techniques covered include:

- grilling
- griddling
- sautéing
- roasting
- shallow frying
- combining cooking methods

The finishing techniques covered include:

- garnishing
- presentation

The typical day-to-day activities you might carry out for this unit include:

- checking the game for type, quality and quantity
- selecting tools and equipment for cooking and finishing
- combining the game with other ingredients ready for cooking
- cooking the game
- garnishing and presenting the dish and making sure it meets other dish requirements such as flavour, colour, consistency and quantity
- making sure the dish is held and served at the correct temperature
- storing cooked game not for immediate use

**What you have to do**

To meet the national standard you must

1. Check the game meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine the game with other ingredients
4. Cook the game to meet the requirements of the dish
5. Garnish and present the dish to meet requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked game not for immediate use

**What you must cover:**

Game

- a) Furred
- b) Feathered

Cooking by:

- a) Grilling / griddling
- b) Sautéing
- c) Roasting
- d) Combining cooking methods
- e) Shallow frying

**What you have to know**

- K1. How to check the game meets dish requirements
- K2. Which types of game are available in which seasons
- K3. What quality points to look for in game: furred and feathered
- K4. What you should do if there are problems with the game or other ingredients
- K5. The correct tools and equipment to carry out the following cooking methods: grilling, griddling, sautéing, roasting, combining cooking methods, shallow frying
- K6. Why it is important to use the correct tools and equipment
- K7. How to carry out the following cooking methods according to dish requirements: grilling, griddling, sautéing, roasting, combining cooking methods, shallow frying
- K8. Why it is important to use the correct cooking techniques
- K9. How to keep game moist
- K10. The correct temperatures for cooking game: furred and feathered
- K11. How to carry out the following finishing methods: garnishing and presentation
- K12. How to correct a game dish to meet finishing requirements
- K13. The correct temperatures for holding and serving game
- K14. Healthy eating options when cooking and finishing game

### What is this unit about?

This unit is about cooking and finishing basic offal dishes, for example:

- sautéed kidneys
- braised liver
- steak and kidney pie
- pâté

The offal covered by the unit are:

- liver
- kidney
- sweetbread

The cooking techniques covered include:

- grilling
- griddling
- shallow frying
- boiling
- braising
- poaching
- combined cooking methods
- baking
- steaming
- 'Bain Marie'
- sautéing

The typical day-to-day activities you might carry out for this unit include:

- checking the offal meets dish requirements
- selecting tools and equipment for cooking and finishing
- cooking the offal
- making sure it meets other dish requirements
- garnishing and presenting the dish
- making sure the dish is held and served at the correct temperature
- storing cooked offal not for immediate use.

**What you have to do**

To meet the national standard you must

1. Check the offal for type, quantity and quality
2. Choose and use tools and equipment correctly
3. Cook the offal and combine it with other ingredients to meet the requirements of the dish
4. Make sure the dish has the correct colour, flavour, consistency and quantity
5. Garnish and present the dish to meet requirements
6. Make sure the dish is at the correct temperature for holding and serving
7. Safely store any cooked offal not for immediate use

**What you must cover:**

Offal

- a) Liver
- b) Kidney
- c) Sweetbread

Cooking by:

- a) Grilling
- b) Griddling
- c) Shallow frying
- d) Boiling
- e) Braising
- f) Poaching
- g) Combining cooking methods
- h) Baking
- i) Steaming
- j) 'Bain Marie'
- k) Saut ing

**What you have to know**

- K1. How to check the offal meets dish requirements
- K2. What quality points to look for in offal: liver, kidneys, sweetbread.
- K3. What you should do if there are problems with the offal or other ingredients
- K4. The correct tools and equipment to carry out the following cooking methods: grilling/griddling, shallow frying, boiling, braising, poaching, combining cooking methods, baking, steaming, 'Bain Marie', saut ing
- K5. Why it is important to use the correct tools and equipment
- K6. How to carry out the following cooking methods according to dish requirements: grilling/griddling, shallow frying, boiling, braising, poaching, combining cooking methods, baking, steaming, 'Bain Marie', saut ing
- K7. Why it is important to use the correct cooking techniques
- K8. The correct temperatures for cooking offal: liver, kidneys, sweetbread
- K9. How to carry out the following finishing methods: garnishing and presentation
- K10. How to correct an offal dish to meet finishing requirements
- K11. The correct temperatures for holding and serving offal dishes
- K12. Healthy eating options when cooking and finishing offal

**What is this unit about?**

This unit is about cooking and finishing basic vegetable dishes, for example:

- vegetable curry
- roasted vegetables
- stuffed vegetables
- vegetable lasagne
- spring rolls
- samosas
- pakora(s)

The vegetables covered by the unit are:

- roots
- bulbs
- flower heads
- fungi
- seeds and pods
- tubers
- leaves
- stems
- vegetable fruits

The cooking techniques covered include:

- blanching
- boiling
- roasting
- baking
- grilling
- braising
- frying (deep, shallow and stir)
- steaming
- stewing
- combining cooking methods

**What you have to do**

To meet the national standard you must:

1. Check the vegetables meet dish requirements
2. Choose and use tools and equipment correctly
3. Combine the vegetables with other ingredients
4. Cook the vegetables to meet the requirements of the dish
5. Make sure the dish has the correct flavour, colour, consistency and quantity
6. Finish the dish to meet requirements
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked vegetables not for immediate use

What you must cover:

1. Vegetables:
  - a) Roots
  - b) Tubers
  - c) Bulbs
  - d) Flower heads
  - e) Fungi
  - f) Seeds and pods
  - g) Leaves
  - h) Stems
  - i) Vegetable fruits
2. Cooking by:
  - a) Blanching
  - b) Boiling
  - c) Roasting
  - d) Baking
  - e) Grilling
  - f) Braising
  - g) Frying (deep/shallow/stir)
  - h) Steaming
  - i) Stewing
  - j) Combining cooking methods

**What you have to know**

- K1. How to check the vegetables meet dish requirements
- K2. What quality points to look for in vegetables: roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits, seaweed
- K3. What you should do if there are problems with the vegetables or other ingredients
- K4. The correct tools and equipment needed to carry out the relevant cooking methods: blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combining cooking methods
- K5. How to carry out the following cooking methods according to dish requirements: blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combining cooking methods
- K6. The correct temperatures for cooking vegetables: roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits, seaweed
- K7. The difference between cooking green vegetables and root vegetables
- K8. How to maintain the nutritional value of vegetables during cooking
- K9. The main reasons for blanching vegetables
- K10. Which vegetables are suitable for high and low pressure steaming
- K11. How to finish basic vegetable dishes
- K12. The correct temperatures for holding and serving vegetable dishes
- K13. Healthy eating options when cooking and finishing vegetable dishes

## Unit 234

# Prepare and cook food to meet the requirements of allergy sufferers (2PR25)

### What is this unit about?

This unit is about producing dishes for individuals that suffer from particular food allergies. It highlights the requirement for ensuring that allergenic contamination is avoided. The unit also reflects the competency associated with the effective cleaning and controls needed to ensure that the preparation area remains free from contaminants.

**What you have to do**

To meet the national standard you must:

1. Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants
2. Prioritise work and carry it out in an efficient and safe manner
3. Obtain, and follow, clear and accurate information relating to the particular allergenic condition being catered for
4. Ensure that all ingredients are of the type, quality and quantity required and that any relevant information provided on labelling is referred to
5. Follow procedures for ensuring that during preparation and cooking there is no contamination from anything that can cause an allergic reaction
6. Finish dish to dish quality requirements and present to organisational standards
7. Store and label any dishes not for immediate use in line with requirements for allergen control and general safety
8. Clean preparation and cooking areas and equipment to organisational and legal standards after use ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised
9. Report any problems or concerns to the appropriate person
10. Return cleaned equipment materials and personal protective equipment to areas segregated for allergens

**What you have to know**

- K1 What the main food allergens are and those that occur most commonly
- K2 What food preparation and cooking methods can affect the allergenic content of foods
- K3 The impact that anaphylaxis has upon the lifestyle of people
- K4 The impact that eating particular food stuffs can have upon people who are allergic to them
- K5 How the risk of allergic reaction can be minimised
- K6 The methods used to prepare and cook food which prevents contamination
- K7 How to effectively communicate information regarding allergens to colleagues

**What is this unit about?**

This unit is about promoting menu items that have been recently introduced and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

**What you have to do**

To meet the national standard you must:

1. Liaise with colleagues and senior staff to identify what food items are to be promoted
2. Obtain relevant promotional material
3. Assemble and display promotional material in a manner that makes it clear attractive to the customer
4. Ensure that service areas are clean and set up correctly
5. Inform customers of new menu items in a manner which is helpful and clear
6. Answer questions regarding the flavour, ingredients and nature of the food item clearly and in a manner that is helpful to the customer
7. Refer to promotional material and displays to highlight the features of the menu items
8. Provide feedback to the appropriate people regarding the impact of the promotion.

**What you have to know**

- K1. Why organisations use promotional activities
- K2. The types of promotional material that can be used and the relative advantages and disadvantages
- K3. Where promotional material can be obtained from and the organisational requirements for using it
- K4. When promotions might commonly be used, i.e. around public holidays, sporting/cultural events
- K5. How food items can be promoted by staff when communicating with customers
- K6. The key features that can be highlighted when describing new/promoted menu items to customers
- K7. Why it is important to know the ingredients contained within new/promoted menu items
- K8. The customer groups that might not be attracted to the new/promoted item and why

**What is this unit about?**

This unit is about preparing, cooking and finishing basic hot sauces, for example:

- thickened gravy (jus lie)
- roast gravy (jus rôti)
- curry gravy
- white sauce (béchamel)
- brown sauce (espagnole)
- velouté (end product and as base for other sauce)
- purée

The preparation, cooking and finishing techniques covered include:

- weighing/measuring
- chopping
- simmering
- boiling
- 'make roux'
- passing/straining/blending
- skimming
- whisking
- adding cream

**What you have to do**

To meet the national standard you must:

1. Check the ingredients to make sure that they meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare, cook and finish the sauce to meet requirements
4. Make sure the sauce has the correct flavour colour, texture, consistency and finish
5. Present the sauce to meet requirements
6. Make sure the sauce is at the correct temperature for holding and serving
7. Safely store any cooked sauce not for immediate use

**What you must cover:**

Preparation, cooking and finishing methods:

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) 'Make Roux'
- f) Passing/straining/blending
- g) Skimming
- h) Whisking
- i) Adding cream

**What you have to know**

- K1. Safe and correct use of alcohol in sauces and why it is used
- K2. How to check the ingredients meet dish requirements
- K3. What quality points to look for in sauce ingredients
- K4. What you should do if there are problems with the ingredients
- K5. The correct techniques, tools and equipment to carry out the following preparation, cooking and finishing methods: weighing/measuring, chopping, simmering, boiling, 'make roux', passing/straining/blending, skimming, whisking, adding cream
- K6. How to carry out the following methods according to dish requirements: weighing/measuring, chopping, simmering, boiling, 'make roux', passing/straining/blending, skimming, whisking, adding cream
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. The correct temperatures for cooking sauces
- K9. How to identify when sauces have the correct flavour, colour, texture, consistency and finish
- K10. How to present cooked sauces
- K11. The correct temperatures for holding and storing sauces
- K12. Healthy eating options when making hot sauces

**What is this unit about?**

This unit is about preparing, cooking and finishing basic soups, for example:

- purée
- cream
- broth/potage

The preparation, cooking and finishing techniques covered include:

- weighing/measuring
- chopping
- simmering
- boiling
- passing/straining
- blending/liquidising
- sweating vegetable ingredients
- skimming
- adding cream
- garnishing

The typical day-to-day activities you might carry out for this unit include:

- checking the ingredients meet dish requirements
- selecting tools and equipment for preparation, cooking and finishing
- preparing and cooking the soup
- making sure the soup meets other dish requirements such as presentation, flavour, colour, consistency and quantity
- making sure the soup is held and served at the correct temperature
- storing cooked soups not for immediate use.

**What you have to do**

To meet the national standard you must

1. Check the ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare, cook and finish the soup to meet requirements
4. Make sure the soup has the correct flavour, colour, consistency and quantity
5. Present the soup to meet requirements
6. Make sure the dish is at the correct temperature for holding and serving
7. Safely store any cooked soup not for immediate use

**What you must cover:**

Preparation and cooking methods

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) Passing/straining
- f) Blending/liquidising
- g) Sweating vegetable ingredients
- h) Skimming
- i) Adding cream
- j) Garnishing

**What you have to know**

- K1. How to check that the ingredients meet dish requirements
- K2. What quality points to look for in soup ingredients
- K3. What you should do if there are problems with the ingredients
- K4. The correct tools and equipment to carry out the following preparation, cooking and finishing methods: weighing, measuring, chopping, simmering, boiling, passing and straining, blending/liquidising, sweating vegetable ingredients, skimming, adding cream, garnishing
- K5. How to carry out the following methods according to dish requirements: weighing/ measuring, chopping, simmering, boiling, 'make roux', passing/straining, blending/liquidising, sweating vegetable ingredients, skimming, adding cream, garnishing
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. The correct temperatures for cooking soups
- K8. How to identify when soups have the correct colour, flavour, consistency and quantity
- K9. How to finish and present cooked soups
- K10. The correct temperatures for holding and storing soups
- K11. Healthy eating options when making soups

### What is this unit about?

This unit is about preparing and cooking basic stocks, for example:

- Vegetable
- Chicken
- Fish
- Game
- Beef

The preparation and cooking techniques covered include:

- weighing/measuring
- browning/roasting
- simmering
- boiling
- skimming
- straining

**What you have to do**

To meet the national standard you must:

1. Check the ingredients meets requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the stock to meet requirements
4. Make sure the stock has the correct flavour, colour and quantity
5. Present the stock to meet requirements
6. Make sure the stock is at the correct temperature for holding
7. Safely store any cooked stock not for immediate use

**What you must cover:**

Preparation and cooking methods:

- a) Weighing and measuring
- b) Browning/roasting
- c) Simmering
- d) Boiling
- e) Skimming
- f) Straining

**What you have to know**

- K1. How to check the ingredients to meet requirements
- K2. What quality points to look for in stock ingredients
- K3. What you should do if there are problems with the ingredients
- K4. The correct techniques, tools and equipment to carry out the following preparation and cooking methods: weighing/measuring, browning/roasting, boiling, simmering, skimming and straining
- K5. How to carry out the following preparation and cooking methods according to requirements: weighing,/measuring, browning/roasting, boiling, simmering, skimming and straining
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. The correct temperatures for cooking stocks
- K8. How to identify when stocks have the correct colour, flavour and quantity
- K9. The correct temperatures for holding and storing stocks
- K10. Healthy eating options when making stocks

## Unit 239

## Prepare, cook and finish basic rice dishes (2FPC4)

### What is this unit about?

This unit is about cooking and finishing basic rice dishes, for example:

- egg fried rice
- risotto
- pilaff/pilau
- kedgeree
- stir fry
- dolmades
- rice pudding

The types of rice covered are:

- long
- short
- round
- brown

The preparation and cooking techniques covered include:

- washing/soaking
- boiling
- frying
- braising
- steaming
- stewing
- baking
- microwaving

**What you have to do**

To meet the national standard you must:

1. Check the rice and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the rice and other ingredients to meet dish requirements
4. Strain and mould the rice as required
5. Make sure the rice dish has the correct flavour, colour, texture and quantity
6. Present the rice dish to meet requirements
7. Make sure the rice dish is at the correct temperature for holding and serving
8. Safely store any cooked rice dishes not for immediate use

**What you must cover:**

Rice:

- a) Long
- b) Short
- c) Round
- d) Brown

Preparation and cooking methods:

- a) Soaking and washing
- b) Boiling
- c) Frying
- d) Braising
- e) Steaming
- f) Stewing
- g) Baking
- h) Microwaving

**What you have to know**

- K1. How to make sure that the rice and other ingredients meet dish requirements
- K2. What quality points to look for in rice: long, short, round and brown
- K3. What you should do if there are problems with the rice and other ingredients
- K4. The correct tools and equipment to carry out the following preparation and cooking methods: washing/soaking, boiling, frying, braising, steaming, stewing, baking, microwaving
- K5. How to carry out the following cooking methods according to dish requirements: washing/soaking, boiling, frying, braising, steaming, stewing, baking, microwaving
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when rice dishes have the correct colour, flavour, texture and quantity
- K8. The correct temperatures for holding and serving rice dishes
- K9. How to store cooked rice dishes
- K10. Healthy eating options when making rice dishes

## Unit 240

## Prepare, cook and finish basic pasta dishes (2FPC5)

### What is this unit about?

This unit is about preparing, cooking and finishing basic pasta dishes, for example:

- lasagne
- macaroni cheese
- cannelloni
- spaghetti bolognaise
- vegetarian alternatives to these dishes

The types of pasta covered are:

- shaped pasta
- flat pasta
- dried pasta
- fresh pasta
- stuffed pasta
- lasagne

The preparation and cooking techniques covered include:

- blanching
- straining
- mixing
- boiling
- baking
- combining cooking methods

**What you have to do**

To meet the national standard you must:

1. Check the pasta and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the pasta and other ingredients to meet dish requirements
4. Make sure the pasta dish has the correct flavour, colour, texture and quantity
5. Present and garnish the pasta dish to meet requirements
6. Make sure the pasta dish is at the correct temperature for holding and serving
7. Safely store any cooked pasta dishes not for immediate use

**What you must cover:**

Pasta:

- a) Stuffed pasta
- b) Shaped pasta
- c) Lasagne
- d) Dried pasta
- e) Fresh pasta

Preparation and Cooking methods:

- a) Blanching
- b) Straining
- c) Mixing
- d) Boiling
- e) Baking
- f) Combining cooking methods

**What you have to know**

- K1. Why it is important to know the ingredients in the pasta dish
- K2. How to check the pasta and other ingredients meet dish requirements
- K3. What quality points to look for in pasta and other ingredients used in the dish
- K4. What you should do if there are problems with the pasta and other ingredients used in the dish
- K5. The correct tools and equipment for the following preparation and cooking methods: blanching, straining, mixing, boiling, baking, combining cooking methods
- K6. How to carry out the following preparation and cooking methods: blanching, straining, mixing, boiling, baking, combining cooking methods
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. How to identify when pasta dishes have the correct colour, flavour, texture and quantity
- K9. The correct temperatures for holding and serving pasta dishes
- K10. How to store cooked pasta dishes
- K11. Healthy eating options when making pasta dishes

## Unit 241

## Prepare, cook and finish basic pulse dishes (2FPC6)

### What is this unit about?

This unit is about preparing, cooking and finishing basic pulse dishes, for example:

- falafel
- hummus
- bean goulash
- bean rissoles
- lentil fritters or loaves

The pulses covered are:

- beans
- peas
- lentils

The preparation and cooking techniques covered include:

- soaking/washing
- boiling
- braising
- steaming
- deep frying
- stewing

**What you have to do**

To meet the national standard you must:

1. Check the pulses and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the pulses and other ingredients to meet dish requirements
4. Strain the pulses as required
5. Make sure the pulse dish has the correct flavour, colour, texture and quantity
6. Present the pulse dish to meet requirements
7. Make sure the pulse dish is at the correct temperature for holding and serving
8. Safely store any cooked pulse dishes not for immediate use

**What you must cover:**

Pulses:

- a) Beans
- b) Peas
- c) Lentils

Preparation and cooking methods:

- a) Soaking and washing
- b) Boiling
- c) Braising
- d) Steaming
- e) Deep frying
- f) Stewing

**What you have to know**

- K1. How to check the pulses and other ingredients meet dish requirements
- K2. What quality points to look for in pulses: beans, peas and lentils
- K3. What you should do if there are problems with the pulse and other ingredients
- K4. The correct tools and equipment to carry out the following preparation and cooking methods: soaking, washing, boiling, braising, steaming, deep frying, stewing
- K5. How to carry out the following cooking methods according to dish requirements: soaking/washing, boiling, braising, steaming, deep frying, stewing
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when pulse dishes have the correct colour, flavour, texture and quantity
- K8. The correct temperatures for holding and serving pulse dishes
- K9. How to store cooked pulse dishes
- K10. Healthy eating options when making pulse dishes

## Unit 242

## Prepare, cook and finish basic vegetable protein dishes (2FPC7)

### What is this unit about?

This unit is about preparing, cooking and finishing basic vegetable protein dishes, for example:

- chilli
- sweet and sour dishes
- quorn and mash pie
- spaghetti bolognaise
- cottage pie

The vegetable proteins covered are:

- soya
- quorn
- seitan
- tofu

The preparation and cooking techniques covered include:

- washing
- soaking
- frying
- boiling
- deep frying
- frying
- braising
- steaming
- stewing
- roasting
- baking

**What you have to do**

To meet the national standard you must:

1. Check the vegetable proteins and other ingredients meet dish requirements
2. Choose and use the correct techniques, tools and equipment
3. Prepare and cook the vegetable proteins and other ingredients to meet requirements
4. Make sure the vegetable protein dish has the correct flavour, colour, texture and quantity
5. Present the vegetable protein dish to meet requirements
6. Make sure the vegetable protein dish is at the correct temperature for holding and serving
7. Safely store any cooked vegetable protein dishes not for immediate use

**What you must cover:**

Vegetable protein:

- a) Soya
- b) Quorn
- c) Seitan
- d) Tofu

Preparation and Cooking methods:

- a) Soaking
- b) Washing
- c) Boiling
- d) Braising
- e) Steaming
- f) Deep frying
- g) Stewing
- h) Straining
- i) Roasting
- j) Baking
- k) Frying

**What you have to know**

1. The advantages of using vegetable protein for some customers
2. How to check vegetable protein and other ingredients meet dish requirements
3. What you should do if there are problems with the vegetable protein and other ingredients
4. What quality points to look for in vegetable protein: soya, quorn, seitan, tofu
5. The correct tools and equipment to carry out the following preparation and cooking methods: cutting, soaking, marinading, seasoning, sautéing, grilling, frying, straining, baking, roasting, stewing
6. How to carry out the following cooking methods according to dish requirements: cutting, soaking, marinading, seasoning, sautéing, grilling, frying, straining, baking, roasting, stewing
7. Why it is important to use the correct tools, equipment and techniques
8. How to identify when vegetable protein dishes have the correct colour, flavour, texture and quantity
9. Healthy eating options when making vegetable protein dishes

## Unit 243

## Prepare, cook and finish basic egg dishes (2FPC8)

### What is this unit about?

This unit is about preparing, cooking and finishing basic egg dishes, for example:

- scrambled eggs
- poached eggs
- omelettes
- scotch eggs
- baked eggs
- sweet egg dishes

The preparation and cooking techniques covered include:

- whisking
- boiling
- frying
- griddling
- poaching
- scrambling
- baking
- bain marie

**What you have to do**

To meet the national standard you must:

1. Check the eggs and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the eggs and other ingredients to meet dish requirements
4. Make sure the egg dish has the correct colour, texture and quantity
5. Present and finish the egg dish to meet requirements
6. Make sure the egg dish is at the correct temperature for holding and serving
7. Safely store any cooked egg dishes not for immediate use

**What you must cover:**

Preparation and Cooking methods:

- a) Boiling
- b) Whisking
- c) Frying
- d) Griddling
- e) Poaching
- f) Baking
- g) Scrambling
- h) Bain marie

**What you have to know**

- K1. How to check the eggs and other ingredients meet dish requirements
- K2. What you should do if there are any problems with the eggs and other ingredients
- K3. The correct tools and equipment for the following preparation and cooking methods: whisking, boiling, frying, griddling, poaching, baking, scrambling, bain marie
- K4. How to carry out the following cooking methods according to product requirements: whisking, boiling, frying, griddling, poaching, baking, scrambling, bain marie
- K5. Why it is important to use the correct tools, equipment and techniques
- K6. How to identify when egg dishes have the correct colour, flavour, texture and quantity
- K7. How to finish basic egg dishes
- K8. The correct temperatures for holding and serving egg dishes
- K9. How to store cooked egg dishes
- K10. Healthy eating options when making egg dishes

## Unit 244

# Prepare, cook and finish basic bread and dough products (2FPC9)

### What is this unit about?

This unit is about preparing, cooking and finishing basic bread and dough products, for example:

- Enriched dough products i.e. Chelsea buns, brioche
- Bread, bread rolls
- Naans
- Pitta breads
- Pizzas
- Soda bread dough

The preparation and cooking techniques covered include:

- weighing/measuring
- sieving
- mixing/kneading
- proving
- knocking back
- shaping
- baking
- frying

The finishing methods covered include:

- glazing
- icing
- filling
- decorating

## Unit 244

## Prepare, cook and finish basic bread and dough products (2FPC9)

### What you have to do

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To meet the national standard you must:

1. Check the ingredients to make sure that they meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the ingredients to meet requirements
4. Make sure the bread and dough product has the correct colour, texture and finish
5. Present the bread and dough product to meet requirements
6. Make sure the bread and dough product is at the correct temperature for holding and serving
7. Safely store any cooked bread and dough product not for immediate use

### What you must cover:

Bread and dough products:

- a) Enriched dough
- b) Bread dough
- c) Naan dough/pitta dough
- d) Pizza dough

Preparation and Cooking methods:

- a) Weighing/measuring
- b) Sieving
- c) Mixing/kneading
- d) Proving
- e) Knocking back
- f) Shaping
- g) Baking
- h) Frying

Finishing methods:

- a) Glazing
- b) Icing
- c) Filling
- d) Decorating

### What you have to do

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- K1. How to make sure that the ingredients meet dish requirements
- K2. Quality points in ingredients for bread and dough products
- K3. What you should do if there are problems with the ingredients
- K4. The correct tools and equipment to carry out the following preparation and cooking methods: weighing/measuring, sieving, mixing/kneading, proving, knocking back, shaping, baking, frying
- K5. How to carry out the following cooking methods according to product requirements: weighing/measuring, sieving, mixing/kneading, proving, knocking back, shaping, baking, frying
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when bread and dough products have the correct colour, texture, and finish
- K8. How to carry out the following finishing methods: glazing, icing, filling, decorating
- K9. Correct temperatures and conditions for holding and serving bread and dough products
- K10. How to store bread and dough products
- K11. Healthy eating options when making bread and dough products

## Unit 245

# Prepare, cook and finish basic pastry products (2FPC10)

### What is this unit about?

This unit is about preparing, cooking and finishing basic pastry products, for example:

- Chocolate éclair
- Apple tart
- Savoury quiche
- Apple turnover/pie
- Jam roly-poly

The preparation, and cooking methods covered include:

- weighing/measuring
- sifting
- rubbing in
- creaming
- resting
- piping
- rolling
- laminating/folding
- cutting
- shaping
- trimming
- lining
- baking
- steaming
- combining cooking methods

**What you have to do**

To meet the national standard you must:

1. Check the ingredients meet dish requirements
2. Check the ingredients to make sure they meet quality standards
3. Choose and use the correct techniques, tools and equipment
4. Prepare and cook the ingredients to meet requirements
5. Make sure the pastry has the correct flavour colour, texture and finish
6. Make sure the pastry is at the correct temperature for holding and serving
7. Safely store any cooked pastry not for immediate use

**What you must cover:**

Pastry:

- a) Short
- b) Sweet
- c) Suet
- c) Choux
- d) Puff
- e) Convenience

Preparation methods:

- a) Weighing/measuring
- b) Sifting
- c) Rubbing in
- d) Creaming
- e) Resting
- f) Piping
- g) Rolling
- h) Laminating/folding
- i) Cutting/shaping/trimming
- j) Lining

Cooking methods:

- a) Baking
- b) Steaming
- c) Combining cooking methods

**What you have to know**

- K1. How to check the ingredients meet dish requirements
- K2. What you should do if there are problems with the ingredients
- K3. Why it is important to follow a recipe correctly when preparing pastry products
- K4. The correct tools and equipment to carry out the following preparation and cooking methods: weighing/measuring, sifting, rubbing in, creaming, resting, piping, rolling, lamination, folding, cutting, shaping, trimming, lining, baking, combining cooking methods
- K5. How to carry out the following preparation and cooking methods according to product requirements: weighing/measuring, sifting, rubbing in, creaming, resting, piping, rolling, lamination, folding, creaming, cutting, shaping, trimming, lining, baking, combining cooking methods
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when pastry products have the correct flavour, colour, texture and finish
- K8. How to store pastry products after preparation and cooking
- K9. Healthy eating options when making pastry products

## Unit 246

## Prepare, cook and finish basic cakes, sponges, biscuits and scones (2FPC11)

### What is this unit about?

This unit is about preparing, cooking and finishing basic cakes, sponges and scones, for example:

- Basic cakes and sponges
- Basic scones
- Biscuits

The preparation, cooking and finishing techniques covered include:

- using ready mix
- weighing/measuring
- creaming/beating
- whisking
- folding
- rubbing in
- greasing
- glazing
- portioning
- piping
- shaping
- filling
- rolling
- lining
- trimming/icing
- spreading/smoothing
- kneading
- dusting/dredging/sprinkling
- mixing
- baking

**What you have to do**

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To meet the national standard you must:

1. Check the ingredients meet requirements
2. Choose and use tools and equipment correctly
3. Prepare, cook and finish the product to meet requirements
4. Make sure the product has the correct flavour, colour, texture and quantity
5. Present the product to meet requirements
6. Make sure the product is at the correct temperature for holding and serving
7. Safely store any cooked products not for immediate use

**What you must cover:**

Preparation, cooking and finishing methods

- a) Using ready mix
- b) Weighing/measuring
- c) Creaming/beating
- d) Whisking
- e) Folding
- f) Rubbing in
- g) Greasing
- h) Glazing
- i) Portioning
- j) Piping
- k) Shaping
- l) Baking
- m) Filling
- n) Rolling
- o) Lining
- p) Trimming / Icing
- q) Spreading / Smoothing
- r) Kneading
- s) Dusting / Dredging / Sprinkling
- t) Mixing

**What you have to know**

---

- K1. How to check the ingredients meet requirements
- K2. Quality points to look for in the ingredients
- K3. What you should do if there are problems with the ingredients
- K4. The correct tools and equipment to carry out the necessary preparation and cooking methods
- K5. How to carry out the necessary preparation and cooking methods according to product requirements: using ready mix, weighing/measuring, creaming/beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, trimming/icing, spreading/smoothing, kneading, dusting/dredging/sprinkling, mixing, baking
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when cakes, sponges, biscuits and scones have the correct colour, flavour, texture and quantity
- K8. How to present basic cakes, sponges, biscuits and scones
- K9. How to store cakes, sponges, biscuits and scones
- K10. Healthy eating options when making cakes, sponges, biscuits and scones

## Unit 247

## Prepare, cook and finish basic grain dishes (2FPC12)

### What is this unit about?

This unit is about preparing, cooking and finishing basic grain dishes, for example:

- grain salads
- buckwheat pancakes
- polenta dishes
- Bulgar Tabouleh
- cous cous side dishes
- crumble toppings (sweet or savoury) using oats
- quinoa salads, toppings

The types of grain covered are:

- pearl and pot barley
- buckwheat
- corn/maize (polenta)
- oats
- round
- millet
- wheat – bulgar, semolina, cous cous
- quinoa

The preparation and cooking techniques covered include:

- soaking
- boiling
- leaving covered
- baking

**What you have to do**

To meet the national standard you must:

1. Check the grain and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the grain and other ingredients to meet dish requirements
4. Strain and mould the grain as required
5. Make sure the grain dish has the correct flavour, colour, texture and quantity
6. Finish and present the grain dish to meet requirements
7. Make sure the grain dish is at the correct temperature for holding and serving
8. Safely store any cooked grain dishes not for immediate use

**What you must cover?**

Pulses:

- a) Barley (pearl and pot)
- b) Buckwheat
- c) Corn/maize (polenta)
- d) Oats
- e) Millet
- f) Wheat (bulgar, semolina, cous cous)
- g) Quinoa

Preparation and cooking methods:

- a) Soaking
- b) Boiling
- c) Leaving covered
- d) Baking

**What you have to know**

- K1. Other foods for which grains can be used as a substitute
- K2. K427. How to check that grain and other ingredients meet dish requirements
- K3. What quality points to look for in grain: barley (pearl and pot), buckwheat, corn/maize (polenta), oats, millet, wheat (bulgar, semolina, cous cous, quinoa)
- K4. What you should do if there are problems with the grain and other ingredients
- K5. The correct tools and equipment to carry out the following preparation and cooking methods: soaking, boiling, straining and moulding, leaving covered, baking
- K6. How to carry out the following cooking methods according to dish requirements: soaking, boiling, straining and moulding, leaving covered, baking
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. How to finish grain dishes according to dish requirements
- K9. How to identify when grain dishes have the correct colour, flavour, texture and quantity
- K10. The correct temperatures for holding and serving grain dishes
- K11. How to store cooked grain dishes
- K12. Healthy eating options when making grain dishes

## **Unit 248**

# **Liaise with care team to ensure that an individual's nutritional needs are met (2PR22)**

### **What this Unit is about?**

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and hydration. The unit requires that the individual works with colleagues to identify needs and produce a plan of how appropriate food and drinks can be developed and delivered.

**What you have to do**

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To meet the national standard you must:

1. Develop relationships with carers that recognises their role and expertise
2. Work with care team to identify specific nutritional requirements of individual and groups of customers
3. Ensure that you understand, and can use and explore any information with carers, gaining clarification on specific points
4. Work with appropriate people to gather information about resources, and options that are available to meet the nutritional needs identified
5. Work with carers to identify what additional support is needed to ensure that nutrition and fluid requirements are met including the consistency, timing and service of the food
6. Follow organisational procedures to ensure that customer requirements are recorded and available to authorised people
7. Seek additional help where the needs are outside your scope of responsibility and expertise.

**What you have to know**

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- K1. The key care roles that operate within the organisation and the need to liaise with them
- K2. The nutritional requirements that customers may have
- K3. The most appropriate meal options available to support nutritional requirements
- K4. The role of a 'care plan'
- K5. The significance of meal times and rotated meal times
- K6. How nutritional screening is implemented within the organisation
- K7. The information that can be interpreted and used following nutritional screening
- K8. What quantity of nutrients are typically needed to maintain a good dietary balance

## Unit 249

## Prepare, cook and finish basic cold and hot desserts (2FPC14)

### What is this unit about?

This unit is about cooking and finishing basic hot and cold desserts including:

- ice cream
- mousse
- egg based desserts
- batter based desserts
- sponge based desserts
- fruit based desserts

**What you have to do**

To meet the national standard you must:

1. Check the ingredients meet dish requirements
2. Check the ingredients to make sure they meet quality standards
3. Choose and use the correct techniques, tools and equipment
4. Prepare ingredients using the correct preparation methods
5. Cook ingredients using the correct cooking methods
6. Make sure the dessert has the correct colour, flavour, texture and finish
7. Finish the dessert to meet requirements
8. Make sure the dessert is at the correct temperature for holding and serving
9. Safely store any prepared desserts not for immediate use

**What you must cover:**

Dessert

- a) Ice cream
- b) Mousse
- c) Egg based
- d) Batter based
- e) Sponge based
- f) Fruit based
- g) Pastry based

Preparation methods:

- a) Slicing
- b) Creaming
- c) Folding
- d) Moulding
- e) Mixing
- f) Aeration
- g) Addition of flavours/colours
- h) Puréeing
- i) Combining
- j) Portioning
- k) Chilling

**What you have to know**

- K1. How to store raw ingredients prior to preparation and cooking
- K2. How to check ingredients meet requirements
- K3. What you should do if there are problems with the ingredients
- K4. Why time and temperature are important when preparing, cooking and finishing basic cold and hot desserts
- K5. What quality points to look for in basic cold and hot desserts
- K6. The correct tools and equipment to carry out the following preparation methods: slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colour, pureeing, combining, portioning, chilling
- K7. The correct tools and equipment to carry out the following cooking methods: boiling/poaching, stewing, baking, combination cooking, steaming, bain-marie, frying
- K8. How to correctly carry out the preparation and cooking methods above
- K9. Why it is important to use the correct tools, equipment and techniques
- K10. How to carry out the following finishing methods: filling, glazing, piping, garnishing
- K11. How to identify when cold and hot desserts have the correct colour, texture, finish and quantity
- K12. What types of problems may occur when preparing and cooking cold and hot desserts and how to correct them
- K13. Why it is important to store hot and cold desserts at the correct temperature
- K14. How to store prepared cold and hot desserts
- K15. Healthy eating options when making cold and hot desserts

## **What you must cover (cont)**

Cooking methods:

- a) Boiling/poaching
- b) Stewing
- c) Baking
- d) Combination cooking
- e) Steaming
- f) Bain-marie
- g) Frying

Finishing methods:

- a) Filling
- b) Glazing
- c) Piping
- d) Garnishing

## Unit 250

# Prepare and present food for cold presentation (2FPC15)

### What is this unit about?

This unit is about preparing and presenting cold products such as salads, bread products, pies, pates and cure meats. It also covers the holding of such foods to maintain effective food safety.

The food products covered include:

- bread products such as bread and rolls
- salads
- pre-prepared pies
- cooked meats
- fish
- pre-prepared terrines
- pre-prepared pâtés
- cured meats
- shellfish
- basic vinaigrette and cold sauces

**What you have to do**

To meet the national standard you must:

1. Check the food products and garnish ingredients to make sure that they meet requirements
2. Choose and use tools and equipment correctly
3. Prepare food products using the correct preparation methods
4. Make sure food products have the correct flavour, colour, texture and quantity
5. Garnish and present the food products to meet requirements
6. Safely store any prepared food products and garnish ingredients not for immediate consumption

**What you must cover:**

Food products:

- a) Bread products
- b) Salads
- c) Pre-prepared pies
- d) Cooked red/white meat
- e) Fish
- f) Pre-prepared terrines
- g) Pre-prepared patés
- h) Cured meats
- i) Shellfish
- j) Vinaigrette
- k) Cold sauces

Garnish ingredients:

- a) Fruit
- b) Vegetables
- c) Herbs

Preparation methods:

- a) Slicing
- b) Dressing
- c) Garnishing
- d) Portioning
- e) Whisking
- f) Combining ingredients

**What you have to know**

- K1. How to make sure that the food products and garnish ingredients meet requirements
- K2. What quality points to look for in the presentation of cooked, cured and prepared foods
- K3. What you should do if there are problems with the food products and garnish ingredients
- K4. The correct tools and equipment to carry out the following preparation methods: slicing, dressing, garnishing, portioning, whisking, combining ingredients
- K5. Why it is important to use the correct tools, equipment and techniques
- K6. How to prepare the food products and garnish ingredients for cold presentation
- K7. How to produce basic vinaigrette and cold sauces
- K8. How to finish and garnish food products for cold presentation
- K9. How to identify when food products have the correct colour, flavour, texture and quantity
- K10. Why time and temperature are important when preparing cooked, cured and prepared food for presentation
- K11. Why cooked, cured and prepared foods should be stored at the required temperature before presentation
- K12. Healthy eating options when preparing and presenting food for cold presentation

## Unit 251

## Deal with communications as part of the reception function (2FOH1)

### What is this unit about?

This unit is about dealing with incoming communications – for example taking telephone calls and emails - taking accurate messages and passing them on. It also covers dealing with outgoing communications – for example making telephone calls - and leaving messages where appropriate.

When you have completed this unit, you will have proved you can:

- 2FOH1.1 Deal with incoming communications
- 2FOH1.2 Deal with outgoing communications

## Unit 251

# Deal with communications as part of the reception function (2FOH1)

### 2FOH1.1 Deal with incoming communications

#### What you have to do

To meet the national standard you must:

1. Deal with communications promptly, politely and in line with your organisation's style
2. Identify the person, find out what their needs are and deal with these correctly
3. Answer enquiries accurately without giving any confidential information
4. Record clear and accurate messages and pass them on as requested
5. Deal correctly with any problems.

What you must cover:

Communications

- a) by telephone
- b) by letter or fax
- c) using email

Enquiries

- a) those you can deal with yourself
- b) those that need to be passed/transferred to another person/department

#### What you have to know

For the whole unit

- K1. The range of methods you can use to communicate with other organisations and people
- K2. How to use the communications equipment in your organisation
- K3. Your organisation's style when communicating with other organisations and people
- K4. Why it is important to deal with everyone you communicate with politely and helpfully
- K5. The type of unexpected situations and problems that may occur when communicating with others, and how to deal with these
- K6. Why it is important to give only accurate and non-confidential information

For Element 2FOH1.1

- K7. Your organisation's standards for answering telephone calls, and why these are important
- K8. Why it is important to identify people who make enquiries and establish their needs
- K9. Why it is important to relay messages promptly to those concerned, and the procedures that you should follow

What some of the words in this unit mean

Communicating in a way that gives a positive impression	For example, by speaking clearly, avoiding jargon and slang, by avoiding spelling mistakes and simple grammatical errors
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## Unit 251

## Deal with communications as part of the reception function (2FOH1)

### 2FOH1.2 Deal with outgoing communications

#### What you have to do

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To meet the national standard you must:

6. Choose the best method of communicating with the person concerned
7. Use your organisation's agreed style
8. Communicate in a way that gives a positive impression of yourself and your organisation
9. Identify yourself and explain the reason why you are making contact
10. Give only non-confidential and relevant information to the person you have contacted
11. Leave clear and accurate messages where needed
12. Deal with any problems correctly

#### What you have to know

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- K10. Why it is important to identify yourself and explain the purpose of making contact
- K11. Why it is important to give only accurate and non-confidential information
- K12. Why it is important to communicate clearly, using a tone and pace which can be easily understood
- K13. How to communicate both orally and in writing, in a way that gives a positive impression of you and your organisation.

#### What you must cover:

Methods of communicating

- a) by telephone
- b) by letter or fax
- c) using email

**What is this unit about?**

This unit is about dealing with the arrival of customers, processing their registration documents and promoting the products and services of the organisation. Dealing with the arrival of customers is a vital part of the Front of House role. You are the likely to be one of the first people the customer will meet, and you need to portray a professional, efficient and helpful image from the start.

**What you have to do**

To meet the national standard you must:

1. Correctly identify customer requirements
2. Retrieve any customer booking details from the booking system and check them with the customer
3. Offer alternatives for any services that are not available as requested
4. Complete the registration document correctly
5. Give accurate information which meets customer needs
6. Promote the services and facilities of your organisation when appropriate
7. Pass on customer details to the relevant departments in line with organisation's procedures

**What you must cover:**

Customers

- a) customers with routine requirements
- b) customers with special requirements
- c) customers without advanced bookings

Booking systems

- a) computerised system
- b) manual system

Information to customers

- a) location of room
- b) key security and safety procedures
- c) services and facilities available
- d) prices
- e) special offers and promotions available

Services and facilities

- a) business facilities
- b) leisure facilities
- c) food and beverage facilities

**What you have to know**

For the whole unit

- K1. Your organisation's standards for customer care and why these are important
- K2. Your organisation's booking procedures, and why it is important to follow these correctly
- K3. Your organisation's checking in procedures, and why it is important to follow these correctly
- K4. Basic legal requirements relating to accommodation, goods and services for sale
- K5. The types of unexpected situations and problems that may occur when customers arrive, and how to deal with these
- K6. Why registration documentation must be correctly completed by the customer
- K7. The specific requirements for registering overseas visitors
- K8. Your organisation's procedure for allocation of rooms
- K9. Why it is important to give accurate information to customers
- K10. Why it is important to correctly identify customer requirements
- K11. What registration information must be obtained, in order to comply with legislation
- K12. Why all correspondence relating to the booking should be available

### **What is this unit about?**

This unit is about handling booking enquiries and taking bookings from customers. It also covers making amendments (for example, of date and time) to bookings, and keeping records up to date.

When you have completed this unit, you will have proved you can:

- 2FOH3.1 Deal with booking enquiries
- 2FOH3.2 Confirm, cancel and amend bookings

**Unit 253 (2FOH3).1 Deal with booking enquiries**

**What you have to do**

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To meet the national standard you must:

1. Be polite and helpful when dealing with enquiries
2. Find out what your customer needs and give them accurate information
3. Take the opportunity to sell other products and services to the customer
4. Invite your customer to make a booking, and take and record their details correctly

**What you must cover:**

Customers

- a) with routine requests
- b) with special needs

Enquiries

- a) face to face
- b) telephone
- c) letter or fax
- d) email
- e) on-line booking systems

Information

- a) services and facilities available
- b) features and benefits of services and facilities
- c) prices
- d) special offers and promotions available

**What you have to know**

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For the whole unit

- K1. The importance of dealing with customers politely and helpfully at all time
- K2. Why it is important to give accurate spoken and written information to customers
- K3. The types of unexpected situations and problems that may occur with bookings, and how to deal with these correctly
- K4. Basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries
- K5. Your organisation's booking procedures and systems
- K6. The importance of up-selling, room/product rates and yield management and how these apply to your work role
- K7. For Element 2FOH3.1
- K8. Why it is important to get and record booking details accurately
- K9. Why it is important to take the opportunity to sell products and services

**What some of the words in this unit mean**

Customer      Anyone wanting to make, amend or cancel a booking

**Unit 253 (2FOH3).2 Confirm, cancel and amend bookings****What you have to do**

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To meet the national standard you must:

5. Deal with customers in a polite and helpful manner at all times
6. Deal with confirmations in the booking system
7. Identify, check and follow up unconfirmed bookings in the booking system
8. Deal with booking amendments and cancellations and maintain records of bookings in line with your organisation's procedures

**What you have to do**

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- K10. Your organisation's cancellation policies and procedures
- K11. Why confirmations and deposits are required from customers
- K12. Why it is essential to follow up unconfirmed bookings

**What you must cover:**

Customers

- a) with routine requests
- b) with special needs

Booking systems

- a) computerised systems
- b) manual systems
- c) on-line systems

Booking amendments and cancellations

- a) change bookings
- b) cancel bookings

## Unit 254

# Prepare customer accounts and deal with departures (2FOH4)

### What is this unit about?

This unit is about maintaining customer accounts by entering charges and adjustments onto the account. It also covers dealing with departing customers by completing the relevant documentation and procedures, and recording customer comments.

When you have completed this unit, you will have proved you can:

- 2FOH4.1 Prepare and maintain customer accounts
- 2FOH4.2 Deal with the departure of customers

## Unit 254

## Prepare customer accounts and deal with departures (2FOH4)

### Unit 254 (2FOH4)1 Prepare and maintain customer accounts

#### What you have to do

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To meet the national standard you must:

1. Enter charges regularly and accurately against customer accounts in the account system
2. Record any account adjustments accurately against customer accounts
3. File and store account documents correctly at all times
4. Complete customer accounts for the customer
5. Make sure customer accounts cannot be accessed by unauthorised people

#### What you must cover:

Account systems

- a) computerised systems
- b) manual systems
- c) online systems

Account adjustments

- a) charges
- b) allowances/discounts
- c) refunds
- d) deposits/pre-payments
- e) transfers

#### What you have to know

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For the whole unit

- K1. Your organisation's standards for customer care, and why it is important to follow these
- K2. Basic legal requirements relating to preparing and maintaining customer accounts
- K3. Your organisation's procedures for customer accounts, and why it is important to follow these

For Element 2FOH4.1

- K4. Why customer accounts must be updated regularly with charges and adjustments
- K5. Why it is important to give accurate verbal and written information to customers
- K6. Why customer accounts must be secured from unauthorised access
- K7. The types of unexpected situations and problems that may occur with customer accounts, and how to deal with these correctly

## Unit 254

## Prepare customer accounts and deal with departures (2FOH4)

### Unit 254 (2FOH4).2 Deal with the departure of customers

#### What you have to do

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To meet the national standard you must:

6. Prepare documents and other necessary items before the customer departs
7. Present the account to the customer for confirmation
8. Check customer account details and request payment as required
9. Complete documentation and deal with it using the correct account or booking system
10. Complete all other procedures for customer departures
11. Record customer comments, complaints and suggestions and feed them back to the appropriate person or department
12. Promote establishment services and facilities as appropriate

#### What you must cover:

Customer accounts

- a) those where part payment is required
- b) those where full payment is required
- c) those where the account does not require immediate settlement

Account or booking system

- a) computerised
- b) manual
- c) online systems

#### What you have to do

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- K8. Basic legal requirements relating to accommodation, goods and services for sale
- K9. Safe and hygienic working practices when dealing with the departure of customers
- K10. Your organisation's procedures for customer departures
- K11. Why complaints, comments and suggestions should be recorded and fed back to the appropriate person/department
- K12. Why details of any extra charges should be available to the customer
- K13. The types of unexpected situations and problems that may occur with customer departures and how to deal with these correctly
- K14. Opportunities to promote the organisation when the customer is leaving

## Unit 255

## Produce documents in a business environment (2FOH5)

### What is this unit about?

This unit is about producing high-quality, attractive documents to agreed specifications using the following specific skills:

- Checking
- Designing
- Listening
- Managing time
- Negotiating
- Organising
- Questioning
- Using technology
- Writing

This unit is Unit BAA211 in the Council for Administration suite of standards.

**What you have to do**

To meet the national standard you must:

1. Confirm the purpose, content, style and deadlines for the document
2. Prepare the required resources
3. Organise the required content
4. Use available technology appropriate to the document being produced
5. Produce the document in the agreed style
6. Integrate non-text objects in the agreed layout, where required
7. Check for accuracy, editing and correcting text as necessary
8. Clarify document requirements, when necessary
9. Store the document safely and securely in approved locations

**What you have to know**

- K1. The purpose and benefits of producing high-quality and attractive documents
- K2. The different types of documents that may be designed and produced and document styles that could be used
- K3. The different formats in which the text may be presented
- K4. The purpose and benefits of agreeing the purpose, content, style, quality standards and deadline for production of the document
- K5. The different types of technology available for inputting, formatting and editing text and their main features
- K6. The types of resources needed to produce high-quality and attractive documents
- K7. How to organise content needed for the document
- K8. How to integrate and layout text and non-text objects
- K9. How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this
- K10. The purpose of storing the document safely and securely and how to do so
- K11. The purpose of confidentiality and data protection
- K12. The purpose and benefits of meeting deadlines

## Unit 256

## Use office equipment (2FOH6)

### What is this unit about?

This unit is about how to use a range of office equipment (such as photocopiers, faxes, binders, laminators, printers or PCs) applying the necessary standards of health and safety and operating practice.

You will use the following specific skills:

- Communicating
- Organising
- Planning
- Problem solving
- Using technology

This unit is Unit BAA231 in the Council for Administration suite of standards.

**What you have to do**

To meet the national standard you must:

1. Locate and select the equipment and resources needed for the task
2. Follow manufacturer's, organisational operating instructions and health and safety requirements for different equipment
3. Waste as few resources as possible
4. Keep the equipment clean and hygienic
5. Deal with equipment and resource problems according to manufacturer's and organisational procedures
6. Report problems you cannot deal with personally to the appropriate colleague
7. Make sure the final work product meets the agreed requirements
8. Produce the work product within agreed timescales
9. Make sure the equipment, resources and work area are ready for the next user

**What you have to do**

- K1. The different types of office equipment, their features and what they can be used for
- K2. How to choose equipment and resources that are appropriate for the task
- K3. The reasons for following manufacturers' and organisational instructions when operating equipment
- K4. How to use different types of office equipment safely
- K5. The reasons for keeping waste to a minimum and how to do so
- K6. The reasons for keeping equipment clean and hygienic
- K7. The reasons for following manufacturers' instructions and organisational procedures when dealing with equipment faults
- K8. The types of equipment and resource faults you are likely to experience and the correct way of dealing with these
- K9. The purpose of meeting work standards and deadlines
- K10. The purpose of leaving equipment, resources and work area ready for the next user to agreed requirements

## Unit 257

## Communicate in a business environment (2FOH7)

### What is this unit about?

This unit is about communicating both verbally and in writing within a business environment.

You will use the following specific skills:

- Communicating
- Organising
- Planning
- Reflecting

This unit is Unit BAA614 in the Council for Administration suite of standards.

## What you have to do

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### Plan communication

1. Identify the purpose of the communication and the audience
2. Decide which method of communication to use

### Communicate in writing

3. Find and select information that supports the purpose of the communication
4. Organise, structure and present information to suit the audience's needs and what you want to say
5. Confirm and read written material that contains information that is needed
6. Extract the main points needed from written material
7. Use accurate grammar, punctuation and spelling
8. Proofread or check work and make any necessary amendments
9. Produce the communication to meet deadlines recognising the difference between what is important and what is urgent
10. Keep a file copy of all communication

### Communicate verbally

11. Present information and ideas clearly to others
12. Make contributions to discussions that help to move the discussion forward
13. Listen actively to information that other people are communicating and respond appropriately
14. Ask relevant questions to clarify anything not understood
15. Summarise the communication with the person/people being communicated with to make sure the meaning has been understood

### After communication

16. Seek feedback on whether the communication achieved its purpose
17. Reflect on the outcomes of communication and identify ways to develop communication skills further

## What you have to know

---

### Plan communication

- K1. The reasons for identifying the purpose of communication and the audience
- K2. Methods of communication and situations in which to use them

### Communicate in writing

- K3. Relevant sources of information
- K4. How to use language appropriate to the audience, the chosen communication method and the purpose of the communication
- K5. How to organise, structure and present information for the audience
- K6. How to check the accuracy of information
- K7. How to use grammar, punctuation and spelling accurately
- K8. The principles of Plain English
- K9. The reasons for proofreading or checking work
- K10. How to recognise when work is urgent or important
- K11. The organisational procedures for filing communications

### Communicate verbally

- K12. How to present information and ideas clearly
- K13. Ways of contributing to discussions that will help to move them forward
- K14. Methods of active listening
- K15. The reasons for summarising communication

### After communication

- K16. How to seek feedback on whether the communication achieved its purpose
- K17. The value of reflecting on the outcomes of communication and of identifying ways to further develop communication skills

### **What is this unit about?**

This unit is about maintaining a reception service that enhances the vision and brand of the organisation.

You will use the following specific skills:

- Communicating
- Decision making
- Interpersonal skill
- Listening
- Negotiating
- Problem solving
- Personal presentation
- Organising
- Questioning
- Planning

This unit is Unit BAC312 in the Council for Administration suite of standards.

**What you have to do**

The meet the national standard you must:

1. Present a positive image of self and the organisation
2. Provide individuals with requested information and other information which may be useful to them, within guidelines on confidentiality
3. Implement the correct entry and security procedures
4. Follow the relevant health and safety procedures
5. Refer any issues that cannot be dealt with personally to the appropriate person
6. Maintain the reception area to give a positive impression of the organisation
7. Suggest ideas for improving the reception area
8. Follow organisational procedures in the event of an accident or emergency
9. Carry out additional duties during quiet periods, if they arise

**What you have to know**

- K1. The purpose and value of the receptionist function as the first point of contact between the public/client and the organisation
- K2. How to present a positive image of self and the organisation
- K3. The organisation's structure and lines of communication
- K4. The purpose of confidentiality guidelines
- K5. How to implement confidentiality guidelines
- K6. The purpose of entry and security procedures
- K7. How to implement entry and security procedures
- K8. The purpose of health and safety procedures
- K9. How to implement health and safety procedures
- K10. How to contribute ideas for improving the reception area in terms of accessibility, functionality and environment, security and safety and facilities for visitors
- K11. The organisational emergency procedures and your role within them
- K12. Why additional duties are carried out during quiet periods, if they arise

### **What is this unit about?**

This unit is about processing, storing, and retrieving information using different information systems, in line with organisational requirements.

You will use the following specific skills:

- Communicating
- Organising
- Planning
- Problem solving
- Using technology

This unit is Unit BAD332 in the Council for Administration suite of standards.

**What you have to do**

The meet the national standard you must:

**Processing information**

1. Identify and collect required information
2. Follow agreed procedures and legislation to maintain security and confidentiality
3. Store required information in approved locations to the agreed deadlines
4. Update information, as required
5. Follow agreed procedures for deleting information
6. information

**Retrieve information**

7. Confirm information for retrieval
8. Comply with procedures and legislation for accessing an information system
9. Locate and retrieve the required information
10. Follow the correct procedures when there are problems with information systems
11. Provide information in the agreed format and within agreed timescales

**What you have to know**

- K1. The purpose of storing and retrieving required information
- K2. The different information systems and their main features
- K3. Legal and organisational requirements covering the security and confidentiality of information
- K4. The purpose of confirming information to be collected, stored and retrieved
- K5. The methods that can be used to collect required information
- K6. The procedures to be followed to access information systems
- K7. The types of information to be deleted
- K8. The procedures for identifying and deleting information and why they must be followed
- K9. How to make sure information is accurate
- K10. The problems that occur with information systems and who to report them to
- K11. The purpose of providing information in the required format and within agreed timescales

## Unit 260

## Handle mail and book external services (2FOH8)

### What is this unit about?

This unit is about collecting, sorting and distributing mail and booking external services such as transport.

When you have completed this unit, you will have proved you can:

- 2FOH8.1 Handle mail and messages
- 2FOH8.2 Book external services

## Unit 260

## Handle mail and book external services (2FOH8)

### Unit 260 (2FOH8).1 Handle mail and messages

#### What you have to do

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To meet the national standard you must:

1. Collect mail and messages
2. Sort and distribute mail and messages to the correct person or place
3. Deal with mail and messages which have not been collected and distributed in line with workplace procedures
4. Make sure that mail and messages are kept secure

#### What you must cover:

##### Mail

- a) letters
- b) parcels
- c) registered or courier delivered post
- d) electronic

##### Messages

- a) faxes
- b) emails
- c) typed/handwritten memos

#### What you have to know

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For the whole unit

- K1. Why it is important to deal with everyone you communicate with politely and helpfully

##### For Element 2FOH8.1

- K2. Legal requirements for handling mail and messages
- K3. Safe and hygienic working practices when handling mail, messages and written communications
- K4. Your organisation's procedures for handling and distributing mail and why these are important
- K5. Why suspicious items should be reported immediately
- K6. Why written communications should be secured against unauthorised access
- K7. What the procedures are for recorded delivery and registered mail
- K8. The type of unexpected situations and problems that may occur and how to deal with these

## Unit 260

## Handle mail and book external services (2FOH8)

### Unit 260 (2FOH8).2 Book external services

#### What you have to do

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To meet the national standard you must:

4. Identify customer needs and requirements
5. Identify organisations correctly and contact them as requested
6. Book services which meet customer needs
7. Provide customers with accurate details of the booking and of any alternatives offered
8. Follow your organisation's procedures for booking services

#### What you have to know

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- K9. The types of services you may be asked to book and the procedures you should follow
- K10. Why it is important to give accurate verbal and written information to customers
- K11. Why confirmation and deposits are required from customers
- K12. The type of unexpected situations and problems that may occur and how to deal with these

#### What you must cover:

Services

- a) transport
- b) deliveries
- c) entertainment

**What is this unit about?**

This unit is about the effective handling of customer service problems. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

It is sometimes difficult to meet customer expectations. Even if the service you give is excellent, some customers experience problems. Part of your job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed. Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed. As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

This unit is Unit C3 from the Institute of Customer Service suite of standards

**What you have to do**

To meet the national standard you must:

**Spot customer service problems**

1. Listen carefully to your customers about any problem they have raised
2. Ask your customers about the problem to check your understanding
3. Recognise repeated problems and alert the appropriate authority
4. Share customer feedback with others to identify potential problems before they happen
5. Identify problems with systems and procedures before they begin to affect your customers

**Pick the best solution to resolve customer service problems**

6. Identify the options for resolving a customer service problem
7. Work with others to identify and confirm the options to resolve a customer service problem
8. Work out the advantages and disadvantages of each option for your customer and your organisation
9. Pick the best option for your customer and your organisation
10. Identify for your customer other ways that problems may be resolved if you are unable to help

**Take action to resolve customer service problems**

11. Discuss and agree the options for solving the problem with your customer
12. Take action to implement the option agreed with your customer
13. Work with others and your customer to make sure that any promises related to solving the problem are kept
14. Keep your customer fully informed about what is happening to resolve the problem
15. Check with your customer to make sure the problem has been resolved to their satisfaction
16. Give clear reasons to your customer when the problem has not been resolved to their satisfaction

**What you have to know**

To be competent in resolving customer service problems you must know and understand:

- K1. Organisational procedures and systems for dealing with customer service problems
- K2. How to defuse potentially stressful situations
- K3. How to negotiate
- K4. The limitations of what you can offer your customer
- K5. Types of action that may make a customer problem worse and should be avoided

### **What is this unit about?**

This unit is about modifying food and drink to ensure that it enables consumers to gain the maximum nutritional value from it. Modification may include the consistency, the fat and calorific content.

**What you have to do**

To meet the national standard you must:

1. Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use
2. Prioritise work and carry it out in an efficient manner
3. Obtain, and follow, clear and accurate information relating to dietary requirements
4. Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required
5. Incorporate substances to fortify the meal at the correct time to meet dish quality requirements
6. Finish and present food or drink, ensuring the appearance meets organisational standards and dietary requirements
7. Ensure food or drink is maintained at the correct temperature until ready for service
8. Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control
9. Clean preparation and cooking areas and equipment to organisational and legal standards after use
10. Report any problems to the proper person
11. Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices when modifying the consistency of food and drink.

**What you must cover:**

Food and drink products

- a) Cereals/pulses
- b) Fruit
- c) Egg
- d) Meat
- e) Soups/stocks/sauces
- f) Cheese
- g) Pasta

**What you have to know**

- K1. What the main nutrient groups are
- K2. What quantity of nutrients are typically needed to maintain a good dietary balance
- K3. What food preparation and cooking methods can affect the dietary content of foods
- K4. How modifying and fortifying food can add or remove vital nutrients, and the importance of maintaining adequate nutritional levels
- K5. Why it is important to follow exact specifications required for consumer given that individual needs may differ
- K6. Why different types of consistency of food and drink is necessary for different types of consumer
- K7. Why consumers may require modified or fortified food and drink
- K8. What safe working practices should be followed when preparing food for special diets
- K9. Why it is important to keep areas and equipment hygienic when modifying and fortifying food
- K10. What the main contamination threats are when modifying food
- K11. Why time and temperature are important when modifying food
- K12. Why dishes should be stored at the required safe temperature before cooking
- K13. Why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking.
- K14. What food can commonly present problems to those who suffer from severe allergenic reactions
- K15. What actions should you take when producing food to prevent allergic reactions amongst consumers
- K16. Where to obtain information about allergies
- K17. What foods or products can be used modify and fortify dishes
- K18. Whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisation's policy is on using GMOs

- h) Fish
- i) Vegetables
- j) Liquids

Dietary requirements

- a) Volume
- b) Consistency
- c) Aroma
- d) Appearance
- e) Nutrient levels
- f) Texture
- g) Nutritional balance
- h) Taste

Modify/fortify

- a) Puree
- b) Mash to a soft form
- c) Liquidise
- d) Mince to a soft form
- e) Smooth
- f) Additional calorific value
- g) Thickening agent/texture modification
- h) Modify the protein
- i) Modify the fat content
- j) Modify the sugar/carbohydrate level

K19. What the quality of the food products should be in terms of aroma, texture, taste and appearance on completion

K20. What level of consistency is commonly required for different modification methods.

K21. What food types contain high levels of fat, and how to reduce those levels or find alternatives

K22. What the quantity of fat should be within the diet

K23. What gluters are

K24. Why certain consumers require gluten free diets

K25. What action to take if dish ingredients are not available

## Unit 263

# Provide tourism information services to customers (2FOH11)

### What is this unit about?

Customers visiting your premises will often have a range of enquiries regarding what is available to see and do while they are there. This unit is about providing tourism information to your guests. To do this you must be able to identify what it is your customers want and to source and provide that information.

When you have completed this unit, you will have proved you can:

- 2FOH11.1 Work with customers on their tourism information needs
- 2FOH11.2 Seek tourism information and offer advice to customers

## Unit 263

# Provide tourism information services to customers (2FOH11)

### Unit 263 (2FOH11).1 Work with customers on their tourism information needs

#### What you have to do

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To meet the national standard you must:

1. Politely welcome customers
2. Use open question techniques to identify your customers needs
3. Use active listening skills when identifying your customers needs
4. Make clear any areas you are uncertain of with your customer if appropriate
5. Confirm with your customer the information they require
6. If appropriate, ensure that your customer is willing to pay for any external tourism information services
7. Focus on your customers needs while recognising other customers that may be

#### What you must cover:

information sources are:

- a) electronic sources
- b) brochures
- c) directories
- d) timetables
- e) maps
- f) guidebooks
- g) external organisations
- h) leaflets

#### What you have to know

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- K1. Why it is important to be helpful and polite
- K2. When and how to use open question techniques effectively
- K3. Why using active listening skills is helpful to your customer
- K4. Why it is essential to confirm your customers' needs
- K5. Why it is important to check your customer is happy with your service and how to deal with any dissatisfaction
- K6. Have knowledge of where information and sources are available and how you can access them
- K7. What tourism information your organisation possesses and where this is stored
- K8. Be aware of any discounts and or arrangements your organisation may have negotiated with tourism organisations
- K9. What information is available without charge and what information is available with a charge
- K10. How to organise your customers in a manner that ensures all customers will be dealt with effectively

#### What some of the words in this unit mean

**Open questions:** These are questions that often start with what, where, who, when and how and stimulate answers that give you information

**Active listening skills:** For example making and maintaining eye contact, nodding and smiling

**Advice:** Adapting the information you are giving to meet individual requirements.

**Charges:** Examples include publications for which there is a charge; premium telephone lines to information providers; fees to booking agencies; non-commissionable flights, etc.

Electronic sources: Examples are internet, intranet and computer based files.

Alternative ways to help your customer: Examples are making a telephone call to find more detailed and or specific information, arranging for further information to be forwarded direct to your customer, referring them to another organisation etc.

Organisations: Examples are Tourist Information Centres, Visitor Information Centres, Contact Centres, Tourism Bureaux, visitor attractions, tour operators. It could also refer to your own business, if self employed.

## Unit 263

## Provide tourism information services to customers (2FOH11)

### Unit 263 (2FOH11).2 Seek tourism information and offer advice to customers

#### What you have to do

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To meet the national standard you must:

8. Identify sources that provide the information required by your customer
9. Ensure that the information you identify is accurate, current and relates to your customers needs
10. Provide relevant information and advice to your customer based on their needs
11. Clearly explain any restrictions with information and or products and services when appropriate
12. Where several options are available to your customer, offer information and advice on which you think best meets their needs
13. Confirm politely with your customers that they understand the information and advice you have given them
14. Where appropriate give the customers written and or printed confirmation of the information they have sought
15. Ensure that the customer is happy with the service you have provided and politely conclude the customer enquiry

#### What you have to know

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- K11. How to access and use a range of different information sources
- K12. A range of other external organisations that provide tourism information and how to contact them
- K13. Your company's procedures with regard to booking fees, liabilities and billing customers
- K14. How to effectively structure advice and what limitations there are to the advice you provide
- K15. The relevant parts of the disability discrimination legislation and its implications when giving advice and information to customers
- K16. What methods are available for providing written or printed information to customers
- K17. Methods for politely concluding customer interactions

### **What is this unit about?**

This unit is about daily cleaning routines. It covers cleaning toilet and bathroom areas, floors, walls and mirrors. It also covers cleaning furnished areas and disposing of both hazardous and non-hazardous waste.

When you have completed this unit, you will have proved you can:

- 2HK1/10.1 Clean and service toilet and bathroom areas
- 2HK1/10.2 Clean and service furnished areas
- 2HK1/10.3 Dispose of waste

## Unit 264 (2HK1) 10.1 Clean and service toilet and bathroom areas

**What you have to do**

To meet the national standard you must:

1. Prepare the bathroom and toilet area for cleaning
2. Choose the correct cleaning equipment and materials for each part of the toilet and bathroom area
3. Clean the toilet and surrounding areas correctly
4. Clean the bathroom appliances and surrounding areas correctly
5. Clean the floors, walls, mirrors and other areas correctly and leave the whole area tidy
6. Identify and report anything that needs maintenance or repair
7. When required, complete and pass on any records of your work
8. Carry out a final check of the area to make sure it will satisfy the customer

**What you must cover:**

Preparations

- a) use of protective clothing
- b) put up hazard warning signs
- c) protect surrounding areas

**What you have to know**

For the whole unit

- K1. What to do if customers are present when you are cleaning rooms.
- K2. Why it is important to prepare the area and yourself, before cleaning and disposing of waste
- K3. The types of items in bathrooms and bedrooms that may need maintenance and repair
- K4. Why it is important to report items needing repair and who to report them to
- K5. Types of records you may need to keep in relation to cleaning
- K6. Why the work area needs to be inspected on completion

For Element 2HK1/10.1

- K7. Your organisation's standards for cleaning toilet and bathroom areas
- K8. Why hazard signs are sometimes needed in preparing the work area
- K9. What materials and equipment are used for cleaning different areas of the bathroom, and how to choose the correct one
- K10. The types of unexpected situations that may happen when you are cleaning bathrooms and toilets, and how to deal with these

**What some of the words in this unit mean**

Protective clothing: For example, uniform and gloves

Hazardous waste: For example, chemicals and sharp objects

Non-hazardous waste: For example, paper

**Unit 264 (2HK1) 10.2 Clean and service furnished areas**

**What you have to do**

- To meet the national standard you must:
9. Prepare furnished areas for cleaning
  10. Choose the correct cleaning equipment and materials for each part of the area
  11. Clean the floor covering according to workplace procedures
  12. Clean the furniture according to workplace procedures
  13. Clean mirrors, wall coverings and any other surfaces and leave the whole area tidy
  14. Identify and report anything that needs maintenance or repair
  15. Complete and pass on any records of your work correctly
  16. Carry out a final check of the area to make sure it will satisfy the customer

**What you have to know**

- K11. Your organisation’s standards for cleaning in furnished areas
- K12. Safe lifting and carrying techniques and why you should always use these
- K13. What materials and equipment are used for cleaning different furnished areas, and how to choose the correct one
- K14. Why certain areas need to be kept secure from unauthorised access
- K15. The types of unexpected situations that may happen when you are cleaning furnished areas, and how to deal with these

**What you must cover:**

Preparations

- a) use of protective clothing
- b) use hazard warning signs
- c) protect vulnerable surrounding areas

**Unit 264 (2HK1) 10.3 Dispose of waste****What you have to do**

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To meet the national standard you must:

17. Wear appropriate clothing
18. Prepare the waste for despatch, making sure you handle it carefully
19. Sanitise the waste containers following your workplace procedures

**What you must cover:**

Waste

- a) hazardous waste
- b) non-hazardous waste

Collection methods

- a) external collection
- b) incineration/compression
- c) recycling

**What you have to know**

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- K16. How to identify different types of waste, and how different types of waste should be disposed of
- K17. What materials and equipment are used for waste disposal
- K18. The types of problems and unexpected situations that may happen when you are disposing of waste, and how to deal with these

**What is this unit about?**

This unit is about choosing the right cleaning chemicals, using the chemicals correctly and disposing of them safely. This unit also covers using manual equipment (such as wet mops, dry mops, dusters and buckets) and electrical equipment (such as suction cleaners and spray extractors).

When you have completed this unit, you will have proved you can:

- 2HK2/10.1 Work using different chemicals
- 2HK2/10.2 Work using manual equipment
- 2HK2/10.3 Work using electrical equipment

## Unit 265

## Work using different chemicals and equipment (2HK2)

### Unit 265 (2HK2) 10.1 Work using different chemicals

#### What you have to do

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To meet the national standard you must:

1. Choose the right chemicals for the area you are going to clean
2. Wear the appropriate protective clothing
3. Prepare and use the chemicals in line with the manufacturers' instructions, using the correct equipment
4. Store the chemicals securely
5. Complete any relevant documentation in line with your organisation's procedures

#### What you must cover:

Chemicals

- a) multi-surface cleaner
- b) toilet cleaner
- c) glass cleaner
- d) air freshener
- e) polish
- f) sanitizer
- g) other

#### What you have to know

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For the whole unit

- K1. Basic legal requirements relating to safe working practices when using cleaning chemicals
- K2. The warning signs used on cleaning chemical containers and what they mean

For Element 2HK2/10.1

- K3. How to select appropriate chemicals for the full range of cleaning jobs in this element
- K4. Why it is important to wear protective clothing when using chemicals
- K5. Why it is dangerous to mix certain types of chemicals together
- K6. Why it is important to follow manufacturers' instructions on cleaning chemicals
- K7. What might happen if you do not follow the relevant legal requirements for this sort of work
- K8. Why work routines and sequences need to be followed
- K9. What preparations should be made to the work area before using chemicals
- K10. Documents you need to complete when using chemicals
- K11. The types of problems and unexpected situations that may happen when you are preparing and using chemicals, and how to deal with these

#### What some of the words in this unit mean

Protective clothing: For example, gloves and overalls

Relevant documentation: Any records of the use of chemicals required in your organisation

## Unit 265

## Work using different chemicals and equipment (2HK2)

### Unit 265 (2HK2) 10.2 Work using manual equipment

#### What you have to do

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- To meet the national standard you must:
6. Choose the correct piece of equipment for the area that you are going to clean
  7. Prepare the area for cleaning
  8. Use the equipment safely, correctly and where appropriate using appropriate chemicals
  9. Leave the area clean and tidy and free from debris
  10. Store equipment in line with your organisation's procedures

#### What you must cover:

##### Equipment

- a) mop systems for wet use
- b) mop systems for dry use
- c) colour-coded cloths
- d) duster
- e) bucket
- f) sponge/non-abrasive pad
- g) brushes
- h) dustpan
- i) abrasive pad

#### What you have to know

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- K12. Basic legal requirements relating to safe working practices when using manual cleaning equipment
- K13. How to choose manual cleaning equipment for the types of cleaning you carry out
- K14. Why it is important to follow the manufacturer's instructions for manual equipment
- K15. Why the equipment should be cleaned and stored correctly after use
- K16. The types of problems and unexpected situations that may happen when you are preparing and using manual cleaning equipment, and how to deal with these

## Unit 265

## Work using different chemicals and equipment (2HK2)

### Unit 265 (2HK2) 10.3 Work using electrical equipment

#### What you have to do

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To meet the national standard you must:

11. Choose the correct equipment and chemicals for the area you are going to clean
12. Check that the equipment is safe to use
13. Select and use the correct attachments for the equipment
14. Use the equipment, attachments and chemicals in line with manufacturers' instructions
15. Store the equipment and attachments correctly and in line with the manufacturers' instructions

#### What you must cover:

Equipment

- a) vacuum cleaners
- b) suction dryers
- c) polishers/burnishers
- d) scrubbers
- e) spray extractors

Attachments

- a) hard/soft floor attachments
- b) upholstery attachments
- c) brushes/pads
- d) crevice tools
- e) spray extractors/nozzles
- f) hoses

Chemicals

- a) carpet shampoo
- b) foam inhibitor
- c) spray polish
- d) floor maintainer
- e) floor stripper
- f) degreasers
- g) greasy stain removers
- h) non-greasy
- i) stain removers
- j) cleaning granules

#### What you have to know

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- K17. Current relevant legislation relating to safe working practices. when using cleaning chemicals and electrical equipment
- K18. The main dangers when using electrical equipment and how to avoid these
- K19. Safe handling and lifting techniques
- K20. Why safe carrying and lifting techniques should be used
- K21. What factors need to be taken into account when using electrical equipment
- K22. The types of problems and unexpected situations that may happen when you are preparing and using electrical cleaning equipment. and how to deal with these

### **What is this unit about?**

This unit is about receiving housekeeping supplies and checking for any discrepancies in deliveries. It also covers storing housekeeping supplies correctly, and issuing the right supplies to other staff.

When you have completed this unit, you will have proved you can:

- 2HK3/10.1 Receive and check housekeeping supplies
- 2HK3/10.2 Store and issue housekeeping supplies

## Unit 266 (2HK3)10.1 Receive and check housekeeping supplies

**What you have to do**

To meet the national standard you must:

1. Receive deliveries of housekeeping supplies and check that they are not damaged and are within their use-by-date
2. Make sure that deliveries match orders and delivery notes
3. Complete delivery documents accurately
4. Handle and move housekeeping supplies to storage areas safely and without damage or loss
5. Keep receiving areas clean, tidy, hygienic and secure

**What you must cover:**

Deliveries

- a) external suppliers
- b) internal suppliers

Housekeeping supplies

- a) equipment
- b) materials
- c) customer supplies

**What you have to know**

For the whole unit

- K1. Basic legal requirements relating to safe working practices when handling housekeeping supplies

For Element 2HK3/10.1

- K2. Why you should not accept damaged goods, and what you should do if they are delivered
- K3. Safe lifting and handling techniques and why they are important
- K4. Why it is important to keep receiving areas clean and tidy
- K5. Why receiving areas need to be secure from unauthorised access
- K6. What procedures to follow when you identify discrepancies in deliveries/delivery documentation
- K7. What procedures to follow when handling and transporting goods safely to storage areas

**What some of the words in this unit mean**

Internal suppliers: For example, from other departments in your organisation

Receiving area: Anywhere in your Workplace where you receive deliveries

Pest infestation: For example, rats, mice, cockroaches

## Unit 266 (2HK3)10.2 Store and issue housekeeping supplies

**What you have to do**

To meet the national standard you must:

6. Store housekeeping supplies under the correct storage conditions
7. Issue housekeeping supplies, ensuring that they are handled in line with manufacturers' instructions
8. Follow stock rotation and issuing procedures
9. Report low levels of housekeeping supplies to the appropriate member of staff
10. Keep storage areas clean, tidy and hygienic, reporting signs of pest infestation immediately
11. Secure storage areas against unauthorised access
12. Refer all tasks outside your area of responsibility to the appropriate member of staff

**What you must cover:**

Housekeeping supplies

- a) equipment
- b) materials
- c) customer supplies

Storage conditions

- a) lighting
- b) ventilation
- c) temperature
- d) cleanliness

**What you have to know**

- K8. Why storage conditions are important and what effect they have on housekeeping supplies
- K9. What procedures to follow to correctly and safely store goods
- K10. Why it is important to store housekeeping supplies under the correct conditions – including being clean and tidy
- K11. Why storage areas need to be secured from unauthorised access
- K12. What procedures to follow to proof storage areas for pest infestation
- K13. Why a constant stock of housekeeping supplies should be maintained
- K14. What the minimum and maximum stock levels are
- K15. Why it is important to maintain accurate and complete records of items received, stored and issued
- K16. Why correct stock rotation procedures are important
- K17. Why it is important to separate different kinds of stock, for example food and chemicals
- K18. The types of problems and unexpected situations that may happen when you are storing goods and how to deal with these

## Unit 267

# Clean, maintain and protect semi-hard and hard floors (2HK4)

### What is this unit about?

This unit is about cleaning, maintaining and protecting semi-hard floors using manual equipment such as brushes, mops and vacuum cleaners. It covers assessing the amount of cleaning that is required, the most suitable cleaning agents and the necessary cleaning equipment.

It is also about employing the correct process when cleaning by removing ground-in dirt before applying the appropriate treatment and ensuring, when your work is complete, that the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when you have finished.

This unit consists of three elements:

- 2HK4/10.1 Prepare to maintain hard floors
- 2HK4/10.2 Clean hard floors
- 2HK4/10.3 Protect hard floors

This unit is Unit C2 13 in the Asset Skills suite of standards.

**Unit 267 (2HK4) 10.1 Prepare to maintain hard floors****What you have to do**

To meet the national standard you must:

1. Prepare your working area and your equipment so that you can do the job efficiently, correctly and safely
2. Ensure your level of personal hygiene meets the business' standards and is maintained throughout the cleaning process
3. Ensure that the required personal protective equipment is available for use and is used when undertaking cleaning of floors
4. Identify the correct equipment/work area for treatment and decide on the most effective and economical treatment to provide
5. Identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6. Look for and note any factors that will affect how you clean the floor
7. Note any standards that need to be applied to the work other than your supervisor's instructions, for example instructions held by the customer relative to the surface you are to treat or any slip resistance factor you must restore
8. Make sure there is enough ventilation in the work area for your comfort when carrying out cleaning, and to aid any drying process
9. Choose equipment and cleaning agents that are right for the floor, the amount of ground-in soil and the protective coating

**What you have to know**

- K1. Examples of hard and semi-hard floors
- K2. How to prepare for cleaning hard floors
- K3. The level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
- K4. Why it is necessary to remove your personal items and where they should be stored during cleaning
- K5. Organisational Health and Safety instructions and why these should be checked against workplace procedures
- K6. Why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
- K7. What might happen if you do not take the right safety measures
- K8. What colour coding means and why it is important
- K9. The factors that will affect how you clean the floor

## Unit 267 (2HK4) 10.2 Clean hard floors

### What you have to do

To meet the national standard you must:

10. Safely clear any large items of debris by hand first of all
11. Remove the loose dust and debris carefully and safely without causing the dust to spread
12. Report any bodily fluid or other spillages that you cannot identify to the person in charge, and only clear them up when they tell you
13. Choose a method of clearing up the spillage that is right for the floor and the size and type of spillage
14. Soften ground-in soil and stains before trying to remove them
15. Carry out test cleans in an area where marks are least likely to be noticed
16. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the surface
17. Report any stains that you cannot remove
18. Leave the floor free of ground-in soil and protective coating, neutralised, dry and free of smears
19. Put the area back as you found it
20. Dispose of any unused cleaning treatments and waste products according to workplace guidelines

### What you have to know

- K10. Why you should clear large items of debris by hand first of all
- K11. Safe handling techniques for large items of debris
- K12. Different methods of removing loose dust and debris and how to choose the right one
- K13. The correct container in which to put dust and debris
- K14. How to identify different types of spillage
- K15. Why it is important to report any spillages you cannot identify and body fluids and not clear these up until you have instructions
- K16. Different methods of removing spillages and how to choose the right one
- K17. The available methods of treatment and the most effective and economical to use
- K18. How to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
- K19. The circumstances under which equipment and surfaces should be pre-treated
- K20. Why treatments should be applied to surfaces evenly and the effects of not doing this
- K21. Why it is important to report any stains that cannot be removed
- K22. Why it is important to dispose of left-over cleaning solutions correctly and how to do so
- K23. Why the floor must be left free of ground-in soil and protective coatings and what might happen if it is not
- K24. The importance of leaving the floor neutralised and what might happen if it is not

**Unit 267 (2HK4) 10.3 Protect hard floors****What you have to do**

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To meet the national standard you must:

21. Choose a protective coating and equipment that is right for the floor surface
22. Apply the required number of protective coatings evenly and systematically, following manufacturer's instructions
23. Leave the floor dry, with an even finish
24. Leave the floor free of dust
25. Dispose of any unused materials correctly and put everything back in the right place

**What you have to know**

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- K25. The range of protective coatings available and how to choose one that is right for the floor surface
- K26. How to decide what is the right number of protective coatings
- K27. How to apply the coating evenly and systematically and why
- K19. How to burnish the floor systematically, obtaining the required degree of shine
- K21. How to dispose of unused protective coatings correctly
- K22. The importance of putting things back as you found them

## Unit 268

## Clean and maintain soft floors and furnishings (2HK5)

### What is this unit about?

This unit is about cleaning soft floors or furnishings, including the removal of stains and applying independent treatments to carpets and soft furnishings.

This unit covers a range of specialist methods including: dry suction, pile agitation, bonnet mopping absorption, dry powder extraction, water extraction, dry solvent application, shampooing, and pile realignment.

When you have completed this unit, you will have proved you can:

- 2HK5/10.1 Prepare to maintain soft floors or furnishings
- 2HK5/10.2 Maintain soft floors and furnishings

This unit is Unit C2 14 in the Asset Skills suite of standards.

## Unit 268 (2HK5)10.1 Prepare to maintain soft floors or furnishings

**What you have to do**

To meet the national standard you must:

1. Ensure your level of personal hygiene meets the standards of the specification and is maintained throughout the cleaning process
2. Identify the correct material for treatment and decide on the most effective and economical treatment to provide
3. Examine the material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling
4. Identify whether the material is colourfast and shrink-resistant
5. Identify and report damaged or deteriorating surfaces and/or those which may require restorative work
6. Look for and note any factors that will affect how you clean the material
7. Note any standards that need to be applied to the work other than your supervisor's instructions, for example instructions held by the customer relative to the material you are to treat
8. Make sure there is enough ventilation in the work area for your comfort when carrying out deep cleaning, and to aid any drying process
9. Move portable objects which may get in the way while you are working
10. Prepare your working area and your equipment so that you can do the job efficiently, correctly and safely

**What you have to know**

For the whole unit

- K1. Why it is important to have an up-to-date cleaning specification and from whom it can be obtained
- K2. The level of personal hygiene required for the area in which you are working and why it is important to maintain personal hygiene
- K3. Why it is necessary to remove your personal items and where they should be stored during cleaning
- K4. Why there are checks and restrictions in-place for the use of deep cleaning equipment and why these must be adhered to
- K5. Organisational health and safety instructions and why these should be checked against workplace procedures
- K6. The available methods of treatment and the most effective and economical to use
- K7. How to assess whether the material is suitable for the planned treatment and what factors to take into account

## Unit 268 (2HK5)10.1 Maintain soft floors and furnishings

**What you have to do**

To meet the national standard you must:

11. Remove dust and debris before you apply the cleaning agent or treatment
12. Soften ground-in soil and stains before trying to remove them
13. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the material
14. Examine the treated area and apply more treatment if it will help to remove the stain safely
15. Make sure that surfaces have an even appearance when you have finished your work
16. Leave the material free of excess moisture and ground-in soil when you have finished
17. Put everything back as you found it
18. Dispose of waste away according to workplace guidelines
19. Tell the relevant person about any stains you cannot remove

**What you have to know**

- K8. Why it is important to remove superficial dust and debris before commencing the deep cleaning process
- K9. How to soften ground-in soil and/or stains, when it is soft enough and why it is necessary and important to do this
- K10. How to identify the most appropriate place to carry out test cleans and why this should be done before applying treatments
- K11. The circumstances under which equipment and surfaces should be pre-treated
- K12. Why treatments should be applied to materials evenly and the effects of not doing this
- K13. How to clean methodically, how you can reduce spreading dust and why this is important
- K14. How to avoid damaging the surface and the possible results of damaging the surface
- K15. Why it is important to take precautions in cleaning unsecured items such as rugs
- K16. The dangers of working at height using step ladders and how to do so safely
- K17. Why it is important to remove any excess moisture

### **What is this unit about?**

This unit is about taking delivery of linen supplies, checking deliveries and completing any relevant forms. The unit also covers storing linen under the correct conditions and using stock rotation procedures.

When you have completed this unit, you will have proved you can:

- 2HK6/10.1 Receive and check clean linen
- 2HK6/10.2 Store and issue clean linen

**Unit 269 (2HK6)10.1 Receive and check clean linen****What you have to do**

To meet the national standard you must:

1. Check deliveries of linen supplies to ensure that they match orders and delivery notes
2. Complete delivery documentation accurately
3. Report any discrepancies with deliveries to the appropriate member of staff
4. Move clean linen safely to the storage area
5. Check linen meets presentation requirements and report any discrepancies to the appropriate member of staff
6. Keep receiving areas clean, tidy, hygienic and secure

**What you must cover:**

Deliveries

- a) internal linen supply
- b) external linen supply

Presentation requirements

- a) clean
- b) free from stains
- c) free from fabric damage
- d) folded correctly

**What you have to know**

For the whole unit

- K1. Current relevant legislation relating to safe working practices when handling and storing linen

For Element 2HK6/10.1

- K2. Why you should not accept damaged goods
- K3. What procedures you should follow if the amount delivered does not match orders and delivery notes
- K4. What procedures you should follow if the linen delivered does not meet the required standards of presentation
- K5. What you should do if you spot bedbugs or other infestation in clean linen
- K6. Why you should keep receiving areas clean, tidy and free from rubbish
- K7. Why you should check that linen you receive is correctly folded

**What some of the words in this unit mean**

Internal linen supply: For example, from other departments in your organisation

Pest infestation: For example, bed bugs, rats, mice, cockroaches

Receiving area: Anywhere in your workplace where you receive deliveries

**Unit 269 (2HK6)10.2 Store and issue clean linen****What you have to do**

To meet the national standard you must:

7. Store linen supplies under the correct conditions
8. Follow stock rotation procedures
9. Issue the correct type and quantity of linen to staff
10. Keep accurate and complete records of items received, stored and issued
11. Report signs of missing stock immediately
12. Keep storage areas clean, dry and secure
13. Report signs of pest infestation immediately

**What you must cover:**

Conditions

- a) lighting
- b) ventilation
- c) temperature
- d) cleanliness

**What you have to know**

- K8. Why storage conditions are important and what effect they have on linen items in storage
- K9. What procedures you should follow to store linen
- K10. Why stock rotation procedures are important
- K11. What procedures you should follow to issue linen items to staff
- K12. Why you should maintain accurate records of clean linen items received, stored and issued
- K13. Why it is important to secure linen stores against unauthorised access
- K14. What procedures you should follow to make sure pest infestation does not occur
- K15. What you should do if you identify pest infestation
- K16. The types of problems that may happen when storing linen, and how you should deal with these

## Unit 270

# Carry out periodic room servicing and deep cleaning (2HK7)

### What is this unit about?

This unit is about carrying out periodic deep cleaning of hotel rooms. It covers activities such as turning mattresses, changing curtains, high dusting, cleaning carpet edges, skirting boards and paintwork.

When you have completed this unit, you will have proved you can:

- 2HK7/10.1 Carry out periodic room servicing
- 2HK7/10.2 Carry out periodic deep cleaning

## Unit 270

# Carry out periodic room servicing and deep cleaning (2HK7)

### Unit 270 (2HK7)10.1 Carry out periodic room servicing

#### What you have to do

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To meet the national standard you must:

1. Make sure you have the necessary information about the schedule and requirements for periodic room servicing
2. Obtain the necessary stock to replace items in the room
3. Carry out the required periodic room servicing
4. Leave the room in the required condition
5. Follow the correct procedures for items you have replaced
6. Identify and report anything that needs specialist maintenance

#### What you must cover:

Periodic room servicing

- a) turning mattresses
- b) changing curtains and drapes
- c) changing other soft furnishings as required

#### What you have to know

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For the whole unit

- K1. The schedule for periodic room servicing and deep cleaning in your organisation
- K2. Why it is important to follow this schedule
- K3. Why the work area needs to be inspected on completion
- K4. Your organisation's quality standards for the appearance and cleanliness of rooms
- K5. Areas and items that may need specialist maintenance, and how to report these

For Element 2HK7/10.1

- K6. How to identify items that need replacing and obtain the correct items
- K7. The correct procedures for dealing with items you have replaced

#### What some of the words in this unit mean

Protective clothing: For example, uniform and gloves

High dusting: For example, lamp shades, light bulbs, picture rails

Specialist maintenance: For example, replacing faulty items

Soft furnishings: Including blankets and bedspreads

Curtains and drapes: Including net curtains and shower curtains

## Unit 270

# Carry out periodic room servicing and deep cleaning (2HK7)

### Unit 270 (2HK7)10.2 Carry out periodic deep cleaning

#### What you have to do

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To meet the national standard you must:

7. Make sure you have the necessary information about the schedule and requirements for periodic deep cleaning
8. Prepare areas for periodic deep cleaning
9. Choose the correct cleaning equipment and materials for each part of the area
10. Carry out periodic deep cleaning as required
11. Leave the room in the required condition
12. Identify and report any items that need specialist maintenance

#### What you have to know

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- K8. The preparations that you need to carry out for periodic deep cleaning, and why these are important
- K9. The equipment and materials that you need for periodic deep cleaning, and how to obtain them
- K10. How to use the equipment and materials efficiently and safely
- K11. Health and safety requirements for high dusting

#### What you must cover:

##### Preparations

- a) use of appropriate protective clothing
- b) move furniture to clean underneath
- c) protect vulnerable surrounding areas

##### Periodic deep cleaning

- a) high dusting
- b) vacuum under furniture and carpet edges
- c) clean shower rails, plug traps, drains, gulleys and behind pedestals
- d) clean pull cords, plugs and switches
- e) clean skirting boards and other paintwork
- f) clean air vents and extractors

### **What is this unit about?**

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

The typical day-to-day activities you might carry out for this unit include:

- Make sure you have an adequate supply of documents
- Complete documents correctly
- Hand on completed documents to the proper person
- Copy and file documents
- Respond to queries about documents

**What you have to do**

To meet the national standard you must:

1. Ensure you have sufficient relevant documents and where necessary, obtain extra copies
2. Accurately and legibly complete relevant documents to organisational requirements
3. Ensure that relevant documents arrive with the proper person within the time required
4. Copy and file relevant documents in line with organisational requirements
5. Respond to queries about the completion of relevant documents, within the boundaries of your authority

**What you must cover:**

Relevant documents:

- a) Temperature charts
- b) Food safety information
- c) Accident report forms
- d) Equipment fault reports
- e) Stock usage reports

**What you have to know**

- K1. What documents need to be completed within the organisation
- K2. Why it is important to complete documentation
- K3. How to complete particular documents
- K4. Where to obtain appropriate documents from
- K5. When and where documentation is copied and kept
- K6. Why and who you should contact when problems occur
- K7. Why kitchen documentation needs to remain confidential
- K8. What information relating to working within the kitchen the law requires to be noted and kept
- K9. Why it is important that information is accurate
- K10. Why it is important that documents are not fraudulently completed

**What is this unit about?**

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally it details the skills required to shut down the kitchen at the end of the shift.

The typical day-to-day activities you might carry out for this unit include:

- Checking food preparation tools and equipment
- Turning on and setting up kitchen equipment
- Checking ingredients
- Cleaning and storing tools
- Checking food storage areas prior to closure
- Checking all equipment is turned off and safe
- Reporting any problems

**Unit 272 (2P&C2.1) Prepare kitchen for food operations****What you have to do**

To meet the national standard you must:

1. Prioritise work and carry it out in an efficient manner
2. Check that food preparation and cooking tools and kitchen equipment are clean, of the right type and in working order
3. Turn on appropriate kitchen equipment at the correct time and to the correct setting
4. Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person
5. Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for the food operation

**What you have to know**

- K1. Why knives/utensils should be handled correctly
- K2. Why and to whom all incidents should be reported
- K3. How to safely turn on different types of equipment
- K4. Why faulty equipment and maintenance requirements should be reported to the proper person
- K5. Why it is important to ensure all appropriate equipment is safely turned off

**What you must cover:**

Tools

- a) Knives
- b) Utensils

Kitchen equipment

- a) Oven/combination oven
- b) Grill
- c) Hob
- d) Fryer
- e) Microwave
- f) Steamer
- g) Fridge/freezer

**Unit 272 (2P&C2.2) Prepare food items ready for operations and service.****What you have to do**

To meet the national standard you must:

1. Prepare work and carry it out in an efficient manner
2. Ensure that there are sufficient ingredients in stock in line with establishment requirements
3. Prepare ingredients to the organisational needs and quality requirements
4. Report any ingredients that are not prepared to the correct quantity or quality to the proper person
5. Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations

**What you have to do**

- K1. Why tools and machinery should be cleared between tasks
- K2. Why it is important to monitor the temperature of kitchen storage equipment and areas
- K3. What the organisational menu requirements are in terms of the type, quality and number of ingredients

**What you must cover:**

Establishment requirements

- a) Number of customers
- b) Menu requirements

Ingredients

- a) Vegetables
- b) Garnishes
- c) Frozen products
- d) Fresh high risk products

Prepare

- a) Washing
- b) Cutting
- c) Defrosting
- d) Weighing

**Unit 272 (2P&C2.3) Close the kitchen after operations and service.****What you have to do**

To meet the national standard you must:

1. Prioritise work and carry it out in an efficient manner
2. Check that tools are cleaned and stored to organisational and legal requirements
3. Check food storage equipment meets organisational and legal requirements for kitchen closure
4. Check that cooking equipment is turned off, unplugged where necessary, and cleaned following manufacturers and organisations instructions
5. Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person
6. Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations

**What you have to know**

- K1. Why tools and equipment should be cleaned and stored following use
- K2. Organisational and legal requirements for food storage equipment when the kitchen is closed
- K3. Manufacturers and organisational requirements for turning off, unplugging and cleaning cooking equipment following use
- K4. Who you should report problems to

**What you must cover:**

Tools

- a) Knives
- b) Utensils

Food storage equipment

- a) Fridge
- b) Freezer
- c) Dry store/larger

Cooking equipment

- d) Oven/combination oven
- e) Grill
- f) Hob
- g) Fryer
- h) Microwave
- i) Steamer

## Unit 273

## Promote additional services or products to customers (2GEN6)

### What is this unit about?

Services or products are continually changing in organisations to keep up with customers' expectations. By offering new or improved services or products your organisation can increase customer satisfaction. Many organisations must promote these to be able to survive in a competitive world. This unit is about your need to keep pace with new developments and to encourage your customers to take an interest in them. Customers expect more and more services or products to be offered to meet their own growing expectations; from offering dinner reservations at check-in to providing a coffee and liqueurs service at the end of a meal. They need to be made aware of what is available from your organisation.

This unit is Unit A5 from the Institute of Customer Service suite of standards.

**What you have to do**

To meet the national standard you must:

**Identify additional services or products that are available**

1. Update and develop your knowledge of your organisation's services or products
2. Check with others when you are unsure about new service or product details
3. Identify appropriate services or products that may interest your customer
4. Spot opportunities for offering your customer additional services or products that will improve their customer experience

**Inform customers about additional services or products**

5. Choose the best time to inform your customer about additional services or products
6. Choose the best method of communication to introduce your customer to additional services or products
7. Give your customer accurate and sufficient information to enable them to make a decision about the additional services or products
8. Give your customer time to ask questions about the additional services or products

**Gain customer commitment to using additional services or products**

9. Close the conversation if your customer shows no interest
10. Give information to move the situation forward when your customer shows interest
11. Secure customer agreement and check customer understanding of the delivery of the service or product
12. Take action to ensure prompt delivery of the additional services or products to your customer
13. Refer your customer to others or to alternative sources of information, if the additional services or products are not your responsibility

**What you have to know**

- K1. Your organisation's procedures and systems for encouraging the use of additional services or products
- K2. How additional services or products will benefit your customers
- K3. How your customer's use of additional services or products will benefit your organisation
- K4. The main factors that influence customers to use your services or products
- K5. How to introduce additional services or products to customers, outlining their benefits, overcoming reservations and agreeing to provide the additional services or products
- K6. How to give appropriate, balanced information to customers about services or products

## Unit 274

## Deal with customers across a language divide (2GEN7)

### What is this unit about?

Customer service is frequently delivered across a language divide. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to your customer's first language. You should choose this unit if you frequently deal across a language divide. Remember, customers can be both external and internal to your organisation.

This unit is Unit B5 from the Institute of Customer Services suite of standards.

**What you have to do**

To meet the national standard you must:

**Prepare to deal with customers with a different first language**

1. Identify the language or languages other than your own that you are most likely to come across when dealing with customers
2. Learn a greeting, an expression of thanks and a farewell phrase in the language you expect to encounter
3. Identify a source of assistance with a language you expect to encounter when delivering customer service
4. Agree with colleagues informal signing options that may be used for key aspects of your services or products when dealing with somebody with a different first language
5. Log useful words and phrases to support your dealings with a customer with a different first language
6. Learn an appropriate phrase to explain to your customer in their first language that you do not speak that language fluently

**Deal with customers who speak a different first language from your own**

7. Identify your customer's first language and indicate to them that you are aware of this
8. Establish the expectations of your customer regarding whether they expect to deal in your first language or theirs
9. Speak clearly and slowly if using a language which is not the first language for either you or your customer
10. Maintain a consistent tone and volume when dealing with somebody across a language divide
11. Listen closely to your customer to identify any words they may be using in a way that differs from the way you would generally use the same words
12. Check your understanding of specific words with your customer using questions for clarification
13. Seek appropriate assistance from colleagues if you are unable to complete a customer transaction because of language barriers
14. Reword a question or explanation if your customer clearly does not understand your original wording
15. Use a few words of your customer's first language to create a rapport

**What you have to do**

- K1. To be competent at dealing with customers across a language divide you must know and understand:
- K2. The languages that you are most likely to encounter among groups of your customers
- K3. How to greet, thank and say farewell to customers in their first languages
- K4. The importance of dealing with customers in their first language if possible
- K5. How to explain to a customer that you cannot hold an extended conversation in their first language
- K6. The importance of tone, pace and volume when dealing with customers across a language divide
- K7. Possible sources of assistance to use when a language barrier demands additional language skills

## Unit 275

# Maintain customer service through effective handover (2GEN8)

### What is this unit about?

Customer service delivery in a team involves many situations when you are unable to see actions through and you pass on responsibility to a colleague, for example, during a shift change. This sharing of responsibility should be organised and follow a recognised pattern. Most of all you need to be sure that, when responsibility is passed on, the actions are seen through. This involves routinely checking with your colleagues that customer service actions have been completed. This unit is for you if your job involves service delivery as part of a team and you regularly pass on responsibility for completion of a customer service action to a colleague.

This unit is Unit B8 in the Institute of Customer Service suite of standards.

### What you have to do

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To meet the national standard you must:

#### Agree joint responsibilities in a customer service team

1. Identify services or products you are involved in delivering that rely on effective teamwork
2. Identify steps in the customer service delivery process that rely on exchange of information between you and your colleagues
3. Agree with colleagues when it is right to pass responsibility for completing a customer service action to another
4. Agree with colleagues how information should be exchanged between you to enable another to complete a customer service action
5. Identify ways of reminding yourself when you have passed responsibility to a colleague for completing a customer service action

#### Check that customer service actions are seen through by working together with colleagues

6. Access reminders to identify when to check that a customer service action has been completed
7. Ensure that you are aware of all details of customer service actions your colleague was due to complete
8. Ask your colleague about the outcome of their completing the customer service action as agreed
9. Identify the next customer service actions if your colleagues has been unable to complete the actions you had previously agreed
10. Work with colleagues to review the way in which customer service actions are shared

### What you have to do

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- K1. To be competent at maintaining customer service through effective handover you must know and understand:
  - K2. Your organisation's customer service procedures for the services or products you are involved in delivering
  - K3. The appropriate colleagues to pass responsibility to for completing particular customer service actions
  - K4. Ways of ensuring that information is passed between you and your colleagues effectively
  - K5. Ways to remind yourself of actions that need to be checked when you have passed on responsibility to a colleague
  - K6. The importance of checking tactfully with a colleague whether they have completed the customer service actions you were expecting
  - K7. Opportunities for contributing to review the way customer service actions are shared in customer service processes

## Unit 276

## Process dried ingredients prior to cooking (2FP8)

### What is this unit about?

This unit is about processing and cooking dishes which incorporate dried ingredients, for example: Chinese dishes

The types of dried foods included:

- Dried meat
- Dried fish
- Dried vegetables and fungi

The processing methods covered include:

- portioning
- re-hydrating
- combining with other ingredients

**What you have to do**

To meet the national standard you must:

1. Check the dried foods meet dish requirements
2. Choose and use tools and equipment correctly
3. Re-hydrate dried foods in the correct manner to meet dish requirements
4. Make sure the re-hydrated food has the correct flavour, colour, texture and quantity
5. Remove non-edible parts of the re-hydrated food
6. Make sure the re-hydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour
7. Safely store any re-hydrated food not for immediate use

**What you have to know**

- K1. How to select the correct type, quality and quantity of dried ingredients to meet dish requirements
- K2. What quality points to look for in dried ingredients
- K3. What you should do if there are problems with the dried ingredients
- K4. How to carry out the following preparation methods according to dish requirements: cleaning, soaking, washing, straining
- K5. How to minimise and correct common faults when using dried ingredients
- K6. How to identify when dried ingredients have the correct colour, flavour, texture and quantity once re-hydrated
- K7. The correct temperatures for holding and storing dried ingredients
- K8. How to store un-cooked, re-hydrated ingredients

**What you must cover:**

Dried foods include:

- a) Dried meat
- b) Dried fish and shellfish
- c) Dried vegetables and mushroom

Preparation methods:

- a) Cleaning
- b) Soaking
- c) Washing
- d) Straining
- e) Storage

**What is this unit about?**

This unit is about selecting, preparing and blending a variety of spices and herbs to produce spice mixes ready for cooking, for example:

- Masala blends
- Dry spice mixes
- Paste for Thai green curry

Spices might include condiments such as cumin and coriander.

The preparation and cooking techniques covered include:

- Slicing
- Chopping
- Crushing
- Pounding
- Grinding
- Blending
- Toasting/roasting

**What you have to do**

To meet the national standard you must:

1. Select the type and quantity of ingredients needed for the spice mix
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Combine the ingredients according to spice mix requirements
5. Process the spice mix to meet requirements
6. Make sure the spice mix has the correct flavour, colour, aroma, consistency and quantity
7. Make sure the spice mix is at the correct temperature for holding and serving
8. Safely store any cooked or uncooked spice mixes not for immediate use in a way which preserves the flavour, colour, aroma and consistency

**What you must cover:**

Ingredients

- a) Fresh spices and herbs
- b) Dried spices
- c) Vegetables

Preparation methods:

- a) Cleaning and trimming
- b) Weighing/measuring
- c) Chopping
- d) Crushing
- e) Pounding
- f) Grinding
- g) Mixing

Equipment

- a) Spice grinding machine
- b) Pestle and Mortar
- c) Knives

**What you have to know**

- K1. How to select the correct type, quality and quantity of ingredients to meet spice mix requirements
- K2. What quality points to look for in spice mix ingredients
- K3. What you should do if there are problems with the ingredients
- K4. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing/ measuring, chopping, crushing, grinding and mixing
- K5. How to carry out the following preparation methods according to spice mix requirements: weighing/ measuring, chopping, crushing, grinding and mixing
- K6. The correct temperatures for cooking/toasting spices
- K7. How to identify when individual spices and spice mixes have the correct colour, flavour, colour, consistency and quantity
- K8. How to finish and store spice mixes
- K9. How to minimise and correct common faults in spice mixes
- K10. How to balance the flavour, texture, colour, consistency and quality of the final spice mix
- K11. What quality points relate to spice mixes
- K12. The correct temperatures and conditions for holding and storing spice mixes
- K13. How to store spice mixes

**What is this unit about?**

This unit is about preparing from raw ingredients, cooking and finishing the most common Dim Sum dishes.

The preparation and cooking techniques covered include:

- weighing/measuring
- rubbing in
- greasing
- portioning
- shaping
- filling
- rolling
- kneading
- mixing
- coating
- baking
- frying
- steaming

## Unit 278 (2FPC16/10).1 Prepare fillings for Dim Sum

What you have to do	What you have to know
<p>To meet the national standard you must:</p> <ol style="list-style-type: none"> <li>1. Select the type and quantity of ingredients needed for the product</li> <li>2. Check the ingredients to make sure they meet quality standards</li> <li>3. Choose and use tools and equipment correctly</li> <li>4. Prepare and combine ingredients to meet the requirements of the dish</li> <li>5. Make sure the product has the correct colour, texture and quantity</li> <li>6. Make sure the product is at the correct temperature for holding and storing</li> <li>7. Safely store any cooked product not for immediate use</li> </ol>	<ol style="list-style-type: none"> <li>K1. How to select the correct type, quality and quantity of ingredients to meet product requirements</li> <li>K2. Quality points to look for in the ingredients</li> <li>K3. What you should do if there are problems with the ingredients</li> <li>K4. What the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation and cooking methods</li> <li>K5. What preparation and cooking methods are appropriate to each type of Dim Sum products</li> <li>K6. The correct temperatures for storing dim sum fillings not for immediate use</li> <li>K7. How to carry out the necessary preparation methods according to product requirements</li> <li>K8. How to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity</li> <li>K9. How to minimise and correct common faults with Dim Sum fillings</li> <li>K10. How to control portion sizes and minimise waste</li> <li>K11. How to store Dim Sum fillings</li> <li>K12. Healthy eating options when preparing and cooking Dim Sum</li> </ol>
<p><b>What you must cover:</b></p>	
<p><b>Preparation, cooking and finishing methods:</b></p> <ol style="list-style-type: none"> <li>a) Weighing/measuring</li> <li>b) Chopping</li> <li>c) Mixing</li> <li>d) Portioning</li> </ol>	
<p><b>Ingredients</b></p> <ol style="list-style-type: none"> <li>a) Raw fish and shell fish</li> <li>b) Raw meat and poultry</li> <li>c) Vegetables and vegetable products</li> <li>d) Seasonings and sauces</li> <li>e) Dried ingredients</li> </ol>	

## Unit 278 (2FPC16/10).2 Prepare dough and wrappers for Dim Sum

**What you have to do**

To meet the national standard you must:

8. Select the type and quantity of ingredients needed for the product
9. Check the ingredients to make sure they meet quality standards
10. Choose and use the tools and equipment correctly
11. Prepare and the ingredients to meet dish requirements
12. Make sure the dough product has the correct colour, texture and finish
13. Make sure the bread and dough product is at the correct temperature for holding and storing
14. Safely store any un-cooked dough and wrappers not for immediate use

**What you must cover:****Dough and wrappers**

- a) Dough
- b) Won ton wrappers
- c) Pastry based casing
- d) Cheung Fun

**Preparation and cooking methods:**

- a) Weighing/measuring
- b) Mixing/kneading
- c) Shaping
- d) Combining with fats

**What you have to know**

- K13. How to select the correct type, quality and quantity of ingredients to meet product requirements
- K14. What you should do if there are problems with the ingredients
- K15. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: weighing/measuring, mixing/kneading, shaping, combining with fats
- K16. How to carry out the following preparation and cooking methods according to product requirements: weighing/measuring, mixing/kneading, shaping, combining with fats
- K17. The quality points relating to prepared Dim Sum dough and Won Ton wrapper products
- K18. How to control portions and minimise waste
- K19. The effects of various temperatures and humidity's on the ingredients used
- K20. The storage/holding requirements and ideal conditions for processed Dim Sum dough and Won Ton wrapper products and what precautions should be taken when storing them
- K21. How to minimise and correct common faults in producing Dim Sum Dough and Wrappers
- K22. The quality points relating to finished Dim Sum dough and wrappers
- K23. Healthy eating options when preparing Dim Sum dough and wrappers

## Unit 278 (2FPC16).3 Assemble and Cook Dim Sum

**What you have to do**

To meet the national standard you must:

15. Select the type and quantity of ingredients needed for the product
16. Check the ingredients to make sure they meet quality standards
17. Choose and use the tools and equipment correctly
18. Fill dough and wrappers with the correct amount of filling
19. Shape Dim Sum to the required standard
20. Cook Dim Sum using the appropriate cooking method using the correct equipment
21. Ensure that the Dim Sum is cooked to the required standard and at the correct temperature
22. Assemble and present cooked Dim Sum according to the organisational standard
23. Make sure the Dim Sum are at the correct temperature for serving
24. Safely store any un-cooked Dim Sum components not for immediate use

**What you must cover:**

Dim Sum

- a) Encased in dough
- b) Encased in Won ton wrappers
- c) Cheung Fun based
- d) Pastry based

Preparation and cooking methods:

- a) Weighing/measuring
- b) Shaping
- c) Sealing
- d) Steaming
- e) Boiling
- f) Frying
- g) Baking
- h) Combination cooking methods

**What you have to know**

- K24. How to select the correct type, quality and quantity of ingredients to meet product requirements
- K25. What you should do if there are problems with the ingredients
- K26. How to store and maintain freshness/condition of ready made wrappings
- K27. What the correct tools and equipment are and the reasons for using them when carrying out the following preparation and cooking methods: Weighing and measuring, shaping, sealing, steaming, frying, baking
- K28. How to carry out the following preparation and cooking methods according to product requirements: Weighing and measuring, shaping, sealing, steaming, frying, baking
- K29. The quality points relating to prepared Dim Sum products ready for cooking
- K30. How to control portions and minimise waste
- K31. The effects of various temperatures and humidity's on the ingredients used
- K32. The storage/holding requirements and ideal conditions for processed Dim Sum products and what precautions should be taken when storing them
- K33. How to minimise and correct common faults in producing and cooking Dim Sum
- K34. The quality points relating to finished Dim Sum products
- K35. Healthy eating options when preparing and cooking Dim Sum products

## Unit 279

## Prepare, cook and finish noodle dishes (2FPC17)

### What is this unit about?

This unit is about preparing, cooking and finishing fresh noodles and noodle dishes.

The types of noodle covered are:

- fresh noodles
- dried noodles

The preparation and cooking techniques covered include:

- portioning
- boiling
- combining cooking methods

**What you have to do**

To meet the national standard you must:

1. Check the noodles and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the noodles and other ingredients to meet dish requirements
4. Make sure the noodle dish has the correct flavour, colour, texture and quantity
5. Present and garnish the noodle dish to meet requirements
6. Make sure the noodle dish is at the correct temperature for holding and serving
7. Safely store any cooked noodle dishes not for immediate use

**What you must cover:**

Noodles:

- a) Fresh noodles
- b) Dried noodles

Preparation and Cooking methods:

- a) Soaking
- b) Blanching
- c) Straining
- d) Mixing
- e) Boiling
- f) Steaming
- g) Deep Frying
- h) Wok Frying
- i) Combining cooking methods

**What you have to know**

- K1. How to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements
- K2. What quality points to look for in noodles and other ingredients
- K3. What you should do if there are problems with the noodles and other ingredients
- K4. How to carry out the following preparation and cooking methods according to dish requirements: blanching, straining, mixing, boiling, deep frying, wok frying, combination cooking methods
- K5. How to minimise and correct common faults with noodles and noodle dishes
- K6. How to identify when noodle dishes have the correct colour, flavour, texture and quantity
- K7. The correct temperatures for holding and serving noodle dishes
- K8. How to store un-cooked, dried and fresh noodles
- K9. How to store cooked noodles and noodle dishes
- K10. Healthy eating options when preparing, cooking and finishing noodle dishes.

## Unit 280

## Prepare and cook food using a Tandoor (2FPC18)

### What is this unit about?

This unit is about preparing food for and using a Tandoor oven. Dishes might include:

- Tandoori Chicken
- Kebabs
- Tandoori fish
- Naan Breads

The preparation and cooking techniques covered include:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

**What you have to do**

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To meet the national standard you must:

1. Select the type and quantity of ingredients needed to prepare the dish
2. Check the ingredients to make sure they meet quality standards
3. Choose and use tools and equipment correctly
4. Prepare ingredients according to dish requirements
5. Prepare food for cooking according to dish requirements
6. Safely store any food items not for immediate use
7. Prepare the tandoor to ensure that it is cooking at the required temperature
8. Place in tandoor oven in the appropriate position
9. Cook until food meets dish requirements
10. Remove food from tandoor and serve according to dish requirements

**What you have to know**

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- K1. How to select the correct type, quality and quantity of ingredients to meet tandoor dish requirements
- K2. What quality points to look for in tandoor dish ingredients
- K3. What you should do if there are problems with the ingredients
- K4. What the correct tools and equipment are and the reasons for using them when cooking using a tandoor
- K5. How to prepare the tandoor for cooking
- K6. The correct temperatures for tandoor cooking
- K7. How to minimise and correct common faults in tandoor cooking
- K8. What quality points relate to tandoor cooked dishes

**What you must cover:**

Food for cooking:

- a) Whole pieces of meat and fish
- b) Kebabs
- c) Bread

Preparation methods:

- a) Marinating and coating
- b) Forming onto skewers
- c) Shaping

### **What is this unit about?**

This unit is about cooking and finishing basic fish dishes, for example:

- Grilled salmon steaks
- Battered fish
- Fish cakes
- Fish pies

The unit makes reference to a range of different forms in which the fish may be available i.e. raw or processed.

**What you have to do**

To meet the national standard you must:

1. Check the fish meets dish requirements
2. Choose and use the right tools and equipment correctly
3. Combine the fish with other ingredients
4. Cook the fish to meet the requirements of the dish
5. Garnish and present the dish to meet requirements
6. Make sure the dish has the correct flavour, colour, consistency and quantity
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked fish not for immediate use

**What you must cover:**

Fish

- a) Raw fish portions
- b) Processed fish products (i.e. fish cakes, coated fish portions)
- c) Whole fish

Cooking by

- a) Frying – deep
- b) Frying – shallow
- c) Grilling
- d) Boiling (including boil in the bag)
- e) Steaming
- f) Baking
- g) Microwaving

**What you have to know**

- K1. How to check the fish meets dish requirements
- K2. What quality points to look for in fish
- K3. What you should do if there are problems with the fish or other ingredients
- K4. The correct tools and equipment to carry implement the relevant cooking methods
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the relevant cooking methods
- K7. Why it is important to use the most appropriate cooking methods in relation to each type of fish
- K8. The correct temperatures for cooking fish and why these temperatures are important
- K9. How to garnish and present the fish dishes offered by the establishment
- K10. How to correct a fish dish to make sure it has the right colour, consistency and flavour
- K11. The correct temperatures for holding and serving fish dishes
- K12. Healthy eating options when cooking and finishing fish

### **What is this unit about?**

This unit is about cooking and finishing basic meat dishes, for example:

- Steaks and cutlets
- Stews and casseroles
- Curries
- Minced dishes – i.e. lasagne, shepherd's pie

**What you have to do**

To meet the national standard you must:

1. Check the meat for type, cut, quantity and quality
2. Choose and use tools and equipment correctly
3. Combine the meat with other ingredients
4. Cook the meat to meet the requirements of the dish
5. Make sure the dish has the correct flavour, consistency and quantity
6. Garnish and present the dish to meet organisational specifications
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked meat not for immediate use

What you must cover:

Meat

- a) Raw meat portions
- b) Processed meat products (i.e. burgers, sausages)
- c) Meat joints

Cooking by

- a) Grilling (over and under heat source)
- b) Griddling
- c) Frying (shallow/stir)
- d) Boiling (including boil in the bag)
- e) Braising
- f) Steaming
- g) Stewing
- h) Roasting
- i) Baking
- j) Microwaving

**What you have to know**

- K1. How to check the meat is of the correct type, cut and quantity for the dish
- K2. What quality points to look for in prepared meat
- K3. What you should do if there are problems with the meat or other ingredients
- K4. What the benefits of sealing meat are
- K5. Different cuts of meat and the most effective (or appropriate) methods of cooking them
- K6. The correct tools and equipment to carry out the following cooking methods: grilling, griddling, frying, boiling, braising, steaming, stewing, roasting, microwaving
- K7. Why it is important to use the correct tools and equipment
- K8. How to use the following cooking methods according to dish requirements: grilling, griddling, frying, boiling, braising, steaming, stewing, roasting, microwaving
- K9. The correct temperatures for cooking meat using the cooking methods listed
- K10. How to correct a meat dish to meet finishing requirements
- K11. How to carry out the following finishing methods: garnishing and presentation
- K12. The correct temperatures for holding and serving meat dishes
- K13. Healthy eating options when cooking and finishing meat

### **What is this unit about?**

This unit is about cooking and finishing basic poultry dishes, for example:

- Sauteed chicken
- Chicken Kiev
- Chicken and bacon pie

**What you have to do**

To meet the national standard you must:

1. Check the poultry meets dish requirements
2. Choose and use tools and equipment correctly
3. Combine the poultry with other ingredients
4. Cook the poultry to meet the requirements of the dish
5. Make sure the dish has the correct colour, flavour, consistency and quantity
6. Garnish and present the dish to meet organisational specifications
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked poultry not for immediate use

**What you must cover:**

Poultry

- a) Coated poultry products
- b) Raw poultry portions
- c) Whole birds

Cooking by

- a) Grilling
- b) Griddling
- c) Roasting
- d) Poaching (including boil in the bag)
- e) Frying (deep/shallow/sautéing/stir)
- f) Steaming
- g) Baking
- h) Microwaving

**What you have to know**

- K1. How to check the poultry meets dish requirements
- K2. What quality points to look for in poultry and poultry items, including frozen and coated poultry items
- K3. What you should do if there are problems with the poultry or other ingredients
- K4. The correct tools and equipment to carry out the following cooking methods: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, microwaving
- K5. Why it is important to use the correct tools and equipment
- K6. How to use the following cooking methods according to dish requirements: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, microwaving
- K7. Why it is important to use the correct cooking techniques
- K8. The correct temperatures for cooking poultry and poultry products
- K9. How to correct a poultry dish to meet finishing requirements
- K10. How to carry out the following finishing methods: garnishing and presentation
- K11. The correct temperatures for holding and serving poultry dishes
- K12. Healthy eating options when cooking and finishing poultry

### **What is this unit about?**

This unit is about cooking and finishing basic vegetable dishes, for example:

- Vegetable curry
- Roasted vegetables
- Stuffed vegetables

It also covers the cooking and finishing of vegetables in a simple form, for example, boiled or steamed carrots, roast potatoes.

**What you have to do**

To meet the national standard you must:

1. Check the vegetables meet both the quality and quantity requirements of the dish
2. Choose and use tools and equipment correctly
3. Combine the vegetables with other ingredients
4. Cook the vegetables to meet the requirements of the dish
5. Make sure the dish has the correct flavour, colour, consistency and quantity
6. Finish and present the dish to meet requirements
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any cooked vegetables not for immediate use

**What you must cover:**

Vegetables

- a) Roots and tubers
- b) Bulbs
- c) Flower heads
- d) Fungi
- e) Seeds and pods
- f) Leaves
- g) Stems
- h) Vegetable fruits

Format

- a) Fresh
- b) Frozen
- c) Pre-prepared

Cooking by

- a) Blanching
- b) Boiling
- c) Roasting
- d) Baking
- e) Grilling
- f) Frying (deep/shallow/stir)
- g) Steaming
- h) Combination cooking methods
- i) Microwaving

**What you have to know**

- K1. How to check the vegetables meet dish requirements
- K2. What quality points to look for in vegetables
- K3. What you should do if there are problems with the vegetables or other ingredients
- K4. The correct tools and equipment needed to carry out the relevant cooking methods
- K5. How each of the cooking methods should be followed to meet dish requirements
- K6. The correct temperatures for cooking the relevant vegetable dishes
- K7. How to maintain the nutritional value of vegetables during cooking and holding
- K8. The main reasons for blanching vegetables
- K9. Which vegetables are suitable for high and low pressure steaming
- K10. How to finish basic vegetable dishes
- K11. The correct temperatures for holding and serving vegetable dishes
- K12. Healthy eating options when cooking and finishing vegetable dishes

### **What is this unit about?**

This unit is about portioning and packing, sealing and labelling blast chilled food correctly whilst monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

**Unit 285 (2PR5).1 Portion pack and blast chill food****What you have to do**

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To meet the national standard you must:

1. Make sure the food is of the correct type, quality and quantity required
2. Deal correctly with any food that does not meet requirements
3. Correctly portion, pack and cover food
4. Blast-chill food and correctly seal and label it
5. Transport containers to the appropriate storage areas
6. Handle containers correctly during transportation and ensure that they remain undamaged
7. Monitor and record food temperatures accurately

**What you have to know**

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- K1. Why time and temperature is important when preparing cook-chill food
- K2. Why food containers must be sealed and labelled correctly before storage
- K3. Why portions must be controlled when filling packages
- K4. What quality points to look for when portioning, packing and blast chilling food

**What you must cover:**

Food

- a) Meat dishes
- b) Poultry dishes
- c) Joints/whole birds
- d) Vegetables/fruits
- e) Vegetable dishes
- f) Fish dishes
- g) Sauces/soups
- h) Egg dishes
- i) Pasta dishes
- j) Desserts

**Unit 285 (2PR5).2 Store cook-chill food****What this Element is about**

This element covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

**What you have to do**

To meet the national standard you must:

8. Store cook-chill items under the correct conditions
9. Follow stock rotation procedures correctly and use stock in date order
10. Maintain accurate records of food items that are received, stored and issued
11. Handle food items so that they remain undamaged
12. Monitor and record food temperatures accurately
13. Secure storage areas against unauthorised access
14. Report any problems that you identify with the storage of cooking items promptly to the proper person

**What you have to know**

- K5. Why it is important to monitor and record food temperatures regularly
- K6. Why stock rotation procedures must be followed
- K7. Why time and temperature are important when storing cook-chill food
- K8. Why storage areas should be secured from unauthorised access

**What you must cover:**

Problems

- a) Problems with equipment
- b) Problems with food

### **What is this unit about?**

This unit is about portioning and packing food and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

**Unit 286 (2PR6).1 Portion, pack and blast freeze food****What you have to do**

To meet the national standard you must:

1. Make sure the food is of the correct type, quality and quantity required
2. Deal correctly with any problems that you identify with the quality of the food
3. Portion, pack and cover food correctly
4. Blast-freeze food, seal and label it correctly
5. Transport containers to the appropriate storage area
6. Handle containers correctly ensuring that they remain undamaged
7. Monitor and record food temperatures accurately

**What you have to know**

- K1. Why time and temperature are important when preparing cook-freeze food
- K2. Why food containers must be sealed and labelled correctly before storage
- K3. Why portions must be controlled when filling packages

**What you must cover:**

Food

- a) Meat dishes
- b) Poultry dishes
- c) Joints/whole birds
- d) Vegetables/fruits
- e) Vegetable dishes
- f) Fish dishes
- g) Sauces/soups
- h) Egg dishes
- i) Desserts

## Unit 286 Cook-freeze food (2PR6)

### Unit 286 (2PR6).2 Store cook-freeze food

#### What you have to do

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To meet the national standard you must:

8. Follow stock rotation procedures and use stock accordingly
9. Maintain accurate records of food items that are received, stored and issued
10. Handle food items with care so that they remain undamaged
11. Monitor and accurately record food temperatures
12. Secure storage areas against unauthorised access
13. Identify any problems with the storage of cook-freeze items and report them to the proper person.

#### What you have to know

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- K4. Why it is important to monitor and record food temperatures regularly
- K5. Why time and temperature are important when storing cook-freeze food
- K6. Why stock rotation procedures must be followed
- K7. Why storage areas should be secured from unauthorised access

#### What you must cover:

Problems

- a) Problems with equipment
- b) Problems with food

**What is this unit about?**

This unit is about preparing, cooking and finishing basic hot sauces, for example:

- Thickened gravy (jus lie)
- Roast gravy (jus roti)
- Curry gravy
- White sauce
- Brown sauce
- Veloute
- Puree

**What you have to do**

To meet the national standard you must:

1. Check the ingredients to make sure that they meet quality and quantity requirements of the sauce
2. Choose and use the right tools and equipment
3. Prepare, cook and finish the sauce to meet requirements
4. Make sure the sauce has the correct flavour colour, texture, consistency and finish
5. Present the sauce to meet requirements
6. Make sure the sauce is at the correct temperature for holding and serving
7. Safely store any cooked sauce not for immediate use

**What you must cover:**

Preparation, cooking and finishing methods

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) Roux preparation
- f) Passing/straining/blending
- g) Skimming
- h) Whisking
- i) Adding cream

**What you have to know**

- K1. Safe and correct use of alcohol in sauces and why it is used
- K2. How to check the ingredients meet dish requirements
- K3. What quality points to look for in sauce ingredients
- K4. How to use the correct tools and equipment required to prepare, cook and finish basic hot sauces
- K5. How to correctly carry out the relevant preparation, cooking and finishing methods
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. The correct temperatures for cooking sauces
- K8. How to identify when sauces have the correct flavour, colour, texture, consistency and finish
- K9. How to present cooked sauces
- K10. The correct temperatures for holding and storing sauces
- K11. Healthy eating options when making hot sauces

## Unit 288

## Produce basic rice, pulse and grain dishes (2PR8)

### **What is this unit about?**

This unit is about cooking and finishing basic rice, pulse and grain dishes.

This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dahl, moulded rice, grilled, set polenta.

**What you have to do**

1. To meet the national standard you must:
2. Check the ingredients to make sure that they meet quality and quantity requirements
3. Choose and use the right tools and equipment
4. Cook ingredients using the correct preparation and cooking methods
5. Make sure the dish has the correct flavour, colour, texture and quantity
6. Garnish and present the food products to meet organisational standards
7. Make sure the dish is at the correct temperature for holding and serving
8. Safely store any prepared food products not for immediate consumption

**What you must cover:**

## Ingredients

- a) Rice
- b) Peas, beans and lentils
- c) Grain, including polenta

## Preparation and cooking methods

- a) Soaking and washing
- b) Boiling
- c) Braising
- d) Steaming
- e) Frying
- f) Baking
- g) Microwaving

**What you have to know**

- K13. How to make sure that the ingredients meet dish requirements
- K14. What quality points to look for in rice, pulses and grains
- K15. What you should do if there are problems with the rice, pulses and grains
- K16. The correct tools and equipment to carry out the relevant preparation methods
- K17. Why it is important to use the correct tools, equipment and techniques
- K18. How to use the relevant cooking methods
- K19. How to identify when rice, pulse and grain based dishes have the correct colour, flavour, texture and quantity
- K20. The correct temperatures for holding and serving rice, pulse and grain based dishes
- K21. How rice, pulse and grain dishes can be cooled in a manner that maintains effective food safety
- K22. Health eating options when making rice, pulse and grain based dishes

### **What is this unit about?**

This unit is about preparing, cooking and finishing basic pasta dishes, for example:

- Meat and vegetable based lasagne
- Macaroni cheese
- Spaghetti bolognaise
- Tagliatelle based dishes
- Stuffed pasta dishes i.e cannelloni, ravioli, tortellini

**What you have to do**

To meet the national standard you must:

1. Check the pasta and other ingredients meet dish requirements
2. Choose and use tools and equipment correctly
3. Prepare and cook the pasta and other ingredients to meet dish requirements
4. Make sure the pasta dish has the correct flavour, colour, texture and quantity
5. Present and garnish the pasta dish to meet requirements
6. Make sure the pasta dish is at the correct temperature for holding and serving
7. Safely store any cooked pasta dishes not for immediate use

**What you must cover:**

Pasta

- a) Stuffed pasta
- b) Shaped pasta
- c) Lasagne
- d) Dried pasta
- e) Pre-prepared fresh pasta

Preparation and Cooking methods

- a) Blanching
- b) Straining
- c) Mixing
- d) Boiling
- e) Baking

**What you have to know**

- K1. How to check the pasta and other ingredients meet dish requirements
- K2. What quality points to look for in pasta and other ingredients used in the dish
- K3. What you should do if there are problems with the pasta and other ingredients used in the dish
- K4. Why time and temperature are important when cooking and finishing basic pasta dishes
- K5. The correct tools and equipment used for the relevant preparation and cooking methods
- K6. How to carry out the relevant preparation and cooking methods
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. How to identify when pasta dishes have the correct colour, flavour, texture and quantity
- K9. The correct temperatures for holding and serving pasta dishes
- K10. How to cool pasta in a way that ensures effective food safety prior to storage
- K11. How to safely store cooked pasta dishes
- K12. Healthy eating options when making pasta dishes

## Unit 290

## Produce basic bread and dough products (2PR11)

### What is this unit about?

This unit is about preparing, cooking and finishing basic bread and dough products, for example:

- Buns
- Bread, bread rolls
- Naans
- Pitta breads
- Pizzas
- Soda bread dough

**What you have to do**

To meet the national standard you must:

1. Check the ingredients to make sure that they meet quality and quantity requirements of the dish
2. Choose and use the right tools and equipment
3. Prepare and cook the ingredients to meet requirements
4. Make sure the bread and dough product has the correct colour, texture and finish
5. Present the bread and dough product to meet requirements
6. Make sure the bread and dough product is at the correct temperature for holding and serving
7. Safely store any cooked bread and dough product not for immediate use

**What you must cover:**

Bread and dough products

- a) Bun dough
- b) Bread dough
- c) Naan dough/pitta dough
- d) Pizza dough
- e) Soda bread dough
- f) Par-cooked products

Preparation and Cooking methods

- a) Weighing/measuring
- b) Sieving
- c) Mixing/kneading
- d) Proving
- e) Knocking back
- f) Shaping
- g) Baking
- h) Frying

Finishing methods

- a) Glazing
- b) Icing
- c) Filling
- d) Decorating

**What you have to know**

- K1. How to make sure that the ingredients meet dish requirements
- K2. Quality points in ingredients for bread and dough products
- K3. What you should do if there are problems with the ingredients
- K4. How to use the correct tools and equipment required to prepare, cook and serve basic bread and dough products
- K5. How to correctly carry out the relevant cooking methods
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when bread and dough products have the correct colour, texture, and finish
- K8. How to carry out the relevant finishing methods
- K9. Correct temperatures and conditions for holding and serving bread and dough products
- K10. How to store bread and dough products
- K11. Healthy eating options when making bread and dough products

### **What is this unit about?**

This unit is about preparing, cooking and finishing basic pastry products, for example:

- Chocolate éclair
- Apple tart
- Savoury quiche
- Apple turnover/pie
- Pie toppings

**What you have to do**

To meet the national standard you must:

1. Check the ingredients to make sure that they meet quality and quantity requirements of the dish
2. Choose and use the correct techniques, tools and equipment
3. Prepare and cook the ingredients to meet dish requirements
4. Make sure the pastry has the correct flavour colour, texture and finish
5. Make sure the pastry is at the correct temperature for holding and serving
6. Safely store any cooked pastry not for immediate use

**What you must cover:**

Pastry

- a) Short
- b) Sweet
- c) Suet
- d) Choux
- e) Puff
- f) Convenience

Preparation methods

- a) Weighing/measuring
- b) Sifting
- c) Rubbing in
- d) Creaming
- e) Resting
- f) Piping
- g) Rolling
- h) Laminating/folding
- i) Cutting/shaping/trimming
- j) Lining

Cooking methods

- a) Baking
- b) Steaming
- c) Combining cooking methods

**What you have to know**

- K1. How to check the ingredients meet dish requirements
- K2. What you should do if there are problems with the ingredients
- K3. Why it is important to follow a recipe correctly when preparing pastry products
- K4. How to use the correct tools and equipment required to prepare, cook and finish basic pastry sauces
- K5. How to correctly carry out the relevant preparation, cooking and finishing methods
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. The correct temperatures for cooking pastry products
- K8. How to identify when pastry products have the correct flavour, colour, texture and finish
- K9. How to store pastry products after preparation and cooking
- K10. Healthy eating options when making pastry products

## Unit 292

## Produce basic cakes, sponges and scones (2PR13)

### What is this unit about?

This unit is about preparing, cooking and finishing basic cakes, sponges and scones, for example:

- Basic cakes and sponges
- Basic scones
- Sponge biscuits

The typical day-to-day activities you might carry out for this unit include:

- Checking ingredients meet requirements
- Selecting tools and equipment for preparation and cooking
- Preparing and cooking the ingredients
- Finishing the product
- Making sure the product meets other requirements such as colour, flavour, texture and quantity
- Storing cooked cakes, sponges and scones not for immediate use

## What you have to do

To meet the national standard you must:

1. Check the ingredients meet requirements
2. Choose and use tools and equipment correctly
3. Prepare, cook and finish the product to meet requirements
4. Make sure the product has the correct flavour, colour, texture and quantity
5. Present the product to meet requirements
6. Make sure the product is at the correct temperature for holding and serving
7. Safely store any cooked products not for immediate use

## What you must cover:

Preparation, cooking and finishing methods

- a) Using prepared mixes
- b) Weighing/measuring
- c) Creaming/beating
- d) Whisking
- e) Folding
- f) Rubbing in
- g) Greasing
- h) Glazing
- i) Portioning
- j) Piping
- k) Shaping
- l) Baking
- m) Filling
- n) Rolling
- o) Lining
- p) Trimming / Icing
- q) Spreading / Smoothing
- r) Kneading
- s) Dusting / Dredging / Sprinkling
- t) Mixing

## What you have to know

- K1. How to check the ingredients meet requirements
- K2. Quality points to look for in the ingredients
- K3. What you should do if there are problems with the ingredients
- K4. The correct tools and equipment to carry out the necessary preparation and cooking methods
- K5. How to carry out the necessary preparation and cooking methods according to product requirements
- K6. Why it is important to use the correct tools, equipment and techniques
- K7. How to identify when cakes, sponges and scones have the correct colour, flavour, texture and quantity
- K8. How to present basic cakes, sponges and scones
- K9. How to store cakes, sponges and scones
- K10. Healthy eating options when making cakes, sponges and scones

**What is this unit about?**

This unit is about cooking and finishing basic hot and cold desserts.

**What you have to do**

To meet the national standard you must:

1. Check the ingredients to make sure that they meet quality and quantity requirements
2. Choose and use the right tools and equipment
3. Prepare the dessert using the correct preparation and cooking methods
4. Make sure the dish has the correct flavour, colour, texture and quantity
5. Finish and present the dessert to meet organisational standards
6. Make sure the dessert is at the correct temperature for holding and serving
7. Safely store any prepared ingredients not for immediate consumption

**What you must cover:**

Ingredients

- a) Ice cream
- b) Pre-prepared pastry based products
- c) Pre-prepared sponge based products
- d) Pre-prepared egg based products
- e) Fresh fruit
- f) Pre-prepared fruit

Cooking methods

- a) Baking
- b) Frying
- c) Microwaving
- d) Steaming

Finishing methods

- a) Garnishing
- b) De-moulding
- c) Slicing
- d) Portioning
- e) Piping
- f) Glazing

**What you have to know**

- K1. How to make sure that the ingredients meet dish requirements
- K2. What you should do if there are any problems with the ingredients
- K3. Why time and temperature are important when finishing basic hot and cold desserts
- K4. What quality points to look for in basic hot and cold desserts
- K5. How to correctly carry out the relevant cooking methods
- K6. How to correctly carry out the relevant finishing methods
- K7. Why it is important to use the correct tools, equipment and techniques
- K8. How to identify when hot and cold desserts have the correct colour, texture, consistency and quantity
- K9. Why types of problems may occur when cooking and finishing hot and cold desserts and how to correct them
- K10. How to store prepared hot and cold desserts
- K11. Health eating options when preparing hot and cold desserts

### **What is this unit about?**

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

**What you have to do**

To meet the national standard you must:

1. Check the food products to make sure that they meet quality and quantity requirements
2. Choose and use the right tools and equipment
3. Prepare food products using the correct preparation methods
4. Make sure food products have the correct flavour, colour, texture and quantity
5. Garnish and present the food products to meet organisational standards
6. Safely store any prepared food products not for immediate consumption

**What you must cover:**

Food products

- a) Bread products
- b) Salads
- c) Pre-prepared pastry items
- d) Cooked and cured meats
- e) Fish and shellfish
- f) Pre-prepared pates
- g) Cold dressings and sauces
- h) Pre-prepared vegetable items

Preparation methods

- a) De-frosting
- b) Washing
- c) Slicing
- d) Dressing
- e) Garnishing
- f) Portioning
- g) Combining ingredients

**What you have to know**

- K1. How to make sure that the food products and garnish ingredients meet requirements
- K2. What quality points to look for in the presentation of cooked, cured and prepared foods
- K3. What you should do if there are problems with the food products and garnish ingredients
- K4. The correct tools and equipment to carry out the relevant preparation methods
- K5. Why it is important to use the correct tools, equipment and techniques
- K6. How to prepare the food products and garnish ingredients for cold presentation
- K7. How to produce basic dressings and cold sauces
- K8. How to finish and garnish cold starters and salads
- K9. How to identify when food products have the correct colour, flavour, texture and quantity
- K10. Why time and temperature are important when preparing cooked, cured and prepared food for presentation
- K11. Why cooked, cured and prepared foods should be stored at the required temperature before presentation
- K12. Healthy eating options when preparing and presenting food for cold presentation

**What is this unit about?**

This unit is about preparing flour, dough and tray-bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

The typical day to day activities you might carry out for this unit include:

- Making sure that preparation and cooking areas and equipment are hygienic and ready for use
- Calculating portions
- Checking and preparing ingredients
- Storing and labelling items not for immediate use
- Combining flour, dough and tray baked products with other ingredients
- Cooking and finishing flour, dough and tray baked products
- Cleaning and clearing away.

## Unit 295

## Produce flour, dough and tray-baked products (2PR16)

### Unit 295 (2PR1) 6.1 Prepare flour, dough and tray baked products

#### What you have to do

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To meet the national standard you must:

1. Identify the number of portions required for service
2. Ensure that ingredients are of the type, quality and quantity required
3. Prepare ingredients using the appropriate basic preparation methods to meet quality and organisational requirements
4. Store, and clearly and accurately label any prepared ingredients, in line with legal requirements relating to temperature control

#### What you have to know

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- K1. Why it is essential that ovens should be at the correct temperature before baking commences
- K2. Why time and temperature are important when preparing, cooking and storing basic flour, dough and tray baked products
- K3. Why prepared basic flour, dough and tray baked products should be stored at the required safe temperature before cooking

#### What you must cover:

Ingredients

- a) Pre-prepared pastry
- b) Cake/sponge mixes
- c) Scone mix
- d) Dough mix
- e) Biscuit mix
- f) Tray-bake mix

Basic preparation methods

- a) Mixing
- b) Kneading
- c) Greasing
- d) Creaming/beating
- e) Lining
- f) Melting
- g) Glazing
- h) Portioning
- i) Rolling
- j) Shaping
- k) Cutting

## Unit 295 (2PR1) 6.2 Cook, finish and present flour, dough and tray baked products

**What you have to do**

To meet the national standard you must:

5. Ensure that flour, dough and tray bake products are of the type, quality and quantity required
6. Combine the flour, dough and tray beaked products with other ingredients
7. Cook flour, dough and tray baked products using the appropriate basic cooking methods to meet quality and organisational requirements
8. Where necessary use basic finishing methods to meet quality and organisational requirements
9. Store, and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control

**What you must cover:**

Flour, dough and tray-bake products

- a) Pastry products
- b) Cakes/sponges
- c) Scones
- d) Dough products
- e) Biscuits
- f) Tray-bakes

Basic cooking methods

- a) Baking
- b) Deep frying

Basic finishing methods

- a) Dusting/sprinkling/dredging
- b) Filling
- c) Piping
- d) Spreading/coating
- e) Glazing
- f) Trimming
- g) Portioning

**What you have to know**

- K4. Quality points to look for in basic flour, dough and tray bake ingredients
- K5. The preparation and cooking methods for basic flour dough and tray bake products
- K6. How to identify when different flour, dough and tray bake products are cooked to dish requirements
- K7. How to present flour, dough and tray bake products
- K8. What problems can occur while preparing and cooking flour, dough and tray bake products, and who you would report the problem to
- K9. How to ensure the products have the correct aroma, texture, temperature and consistency
- K10. Why it is important to follow dish instructions, and to use the correct equipment while portioning
- K11. Healthy eating options when preparing, cooking and finishing basic flour, dough and tray baked products

**What is this unit about?**

This unit is about preparing, cooking and finishing dishes which use healthier ingredients, preparation, cooking and finishing techniques.

The typical day to day activities you might carry out for this unit include:

- Checking the ingredients for the dish
- Preparing the ingredients in a way that minimises fat, salt, sugar and maximises fibre content
- Cooking the dish in a way that maximises its nutritional value
- Using flavourings that minimise the use of salt and sugar
- Presenting the dish in a way that is attractive to the customer
- Serving the dish in a way that gives the customer a choice of sauces, dressings, toppings and condiments

**What you have to do**

To meet the national standard you must:

1. Check the ingredients meet dish requirements
2. Prepare the ingredients in a way that minimises fat, salt and sugar content and maximises fibre
3. Cook the dish in a way that maximises its nutritional value
4. Use flavourings that minimise the use of salt or sugar
5. Present the dish in a way that will be attractive to the customer
6. Allow the customer to choose what sauces, dressings, toppings or condiments to add to the dish

**What you must cover:**

Dish

- a) Meat/poultry
- b) Fish
- c) Vegetables/fruit
- d) Eggs
- e) Pasta/rice/grain/pulses
- f) Soups/sauces
- g) Pastry
- h) Bread/dough
- i) Sponges/cakes/biscuits/scones

**What you have to know**

- K1. The concepts of a balanced diet and why this is important to good health
- K2. Current government guidelines for healthy eating
- K3. The types and combinations of ingredients that make up a healthy dish
- K4. The nutritional benefits of minimising the fat, sugar and salt content of dishes
- K5. The nutritional benefits of starchy foods, fruit, vegetables and pulses
- K6. How to read and interpret food labelling
- K7. How to select types, combinations and proportions of ingredients that will make up a healthy dish
- K8. Techniques you can use to prepare ingredients in a healthier way
- K9. Techniques you can use to cook the dish in a way that maximises its nutritional value
- K10. Healthier flavourings that can be used as alternatives to salt and sugar
- K11. Why it is important to present healthier dishes to customers in an attractive way and how to do so
- K12. Why it is important to provide the customer with their choice of sauces, dressing, toppings and condiments
- K13. Healthier types of sauces, dressings, toppings and condiments that the customer may wish to use as an alternative

## Unit 297

## Maintain an efficient use of food resources (2PR19)

### What is this unit about?

This unit is about working in an efficient way to ensure food resource wastage is limited.

The typical day-to-day activities you might carry out for this unit include:

- Checking storage areas to see how much food resource is available and ready for use
- Informing colleagues as to food items that may need re-ordering
- Finding out the anticipated number of customers to be served in a particular time period
- Planning and estimating the volume of food resource that will be required during service
- Maintaining records and reporting levels of wastage

### What you have to do

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To meet the national standard you must:

1. Gain information to anticipate the volume of customers to be served
2. Check storage areas to ensure that sufficient volumes of food resources are available
3. Check that the available food items are of a type, quality required
4. Organise food resources for immediate use in a manner that makes them accessible
5. Follow portion control measures which meet organisational and dish requirements
6. Work in an efficient manner which ensures food items for immediate use are organised and reduce the risk of cross contamination
7. Label and store food items which are safe to keep for the next service period
8. Identify any items nearing the end of their safe shelf life
9. Record any food wastage
10. Identify any potential food shortages and report the relevant people

### What you have to know

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- K1. The principles of stock control and portion control
- K2. The financial impact that the wastage of food resources can have upon the organisation
- K3. Organisational procedures for recording food usage
- K4. Organisational procedures for storing opened food items
- K5. The importance of maintaining minimum food stock levels
- K6. How opened stock items should be stored and labelled
- K7. How labelling systems used by the organisation operate
- K8. The individuals responsible for re-ordering food stock items
- K9. How food stock needing to be disposed of is recorded and reported.

### This element covers:

Information to be gained from:

- a) Senior colleagues
- b) Bookings information
- c) Records of sales patterns
- d) Records of anticipated customer volumes

Portion control measures:

- a) Use of scoops, measures and scales
- b) Counting of items
- c) Following standard recipe and brand standard

## Unit 298

## Maintain an efficient use of resources in the kitchen (2PR20)

### What is this unit about?

This unit is about working in an efficient way to ensure that physical resources used in the kitchen including energy and water are not wasted.

The typical day-to-day activities you might carry out for this unit include:

- Using ovens efficiently, including monitoring temperatures and shutting down when not required.
- Using fridges and freezers effectively to maximise their performance
- Using water in a manner that reduces unnecessary wastage
- The responsible use of electrical items including lighting, air conditioning and vents
- Disposing of packaging and waste in a responsible manner

**What you have to do**

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To meet the national standard you must:

1. Follow manufacturers guidelines to ensure that kitchen equipment is working at the correct settings
2. Use cooking equipment efficiently to reduce unnecessary waste of energy
3. Ensure that taps are not left running to reduce the waste of water
4. Ensure that packaging is disposed of correctly to minimise space
5. Ensure that packaging is disposed of in the correct place
6. Report any equipment faults or potential wastage to the appropriate person

**This element covers:**

Cooking equipment includes

- a) Grills
- b) Ovens
- c) Hot plates
- d) Fridges and freezers
- e) Extraction equipment

Waste includes

- a) Food waste
- b) Glass
- c) Card
- d) Plastic packaging

**What you have to know**

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- K1. The principles of energy efficiency and waste reduction
- K2. The financial impact that the wastage of physical resources can have upon the organisation
- K3. How the waste of electricity and gas can be minimised
- K4. The different types of waste produced by the operation
- K5. How different types of waste should be safely handled
- K6. Organisational procedures for storing waste
- K7. Who excessive waste should be reported to

## Unit 299

# Prepare, operate and clean specialist food preparation and cooking equipment (2PR21)

### What is this unit about?

This unit is about operating and maintaining cooking equipment which is specific to the operation.

The typical day-to-day activities you might carry out for this unit include:

- Setting up the machinery safely and preparing it for use
- Operating the controls and settings to ensure that food is prepared/cooked to the required standard
- Switching off equipment
- Cleaning of equipment, disposing of waste
- Servicing the equipment to a state when it is safe and ready to use again

'Specialist equipment' may include items specific to the operation or those which do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

**What you have to do**

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To meet the national standard you must:

1. Ensure that the equipment is safe to operate
2. Check that the equipment is suitably clean to use
3. Check that the equipment controls are set at the right level before operating
4. Follow manufacturers procedures to both switch on and operate the equipment
5. Monitor the action of the equipment to ensure that it is operating at the correct temperature/speed
6. Shut down the equipment at the end of service following the correct procedures
7. Disassemble the equipment correctly and safely to enable effective cleaning
8. Clean the equipment and its component parts using the correct methods and cleaning agents
9. Re-assemble the equipment to a level where it is ready to use and meets required health and safety and food safety standards
10. Report any identified problems or faults to the relevant person

**What you have to know**

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- K1. The types of specialist equipment used within the organisation and what it is used for
- K2. How the specialist equipment works and is controlled
- K3. How the specialist equipment should be assembled and disassembled to enable effective cleaning
- K4. The relevant hazards and potential hazards that relate to the specialist equipment and how these hazards can be minimised
- K5. How the of equipment should be cleaned
- K6. The relevant cleaning agents that should be used with the equipment
- K7. How cleaning agents should be used to avoid accidents and potential food safety hazards
- K8. Who to report any identified faults to

## Appendix 1 Course design and delivery

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

## Appendix 2      Assessment

### Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

**Recording forms** are available on the City & Guilds website. They can also be purchased via the Walled Garden.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms can be requested by email from [catering@cityandguilds.com](mailto:catering@cityandguilds.com)

### People 1st Assessment Strategy Guidance

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

1. **external quality control**
2. **assessment principles**
3. **occupational expertise of assessors and verifiers**
4. **continuous professional development**

The strategy should be used alongside the NVQ/SVQ assessment and quality assurance guidance of the regulatory authorities. Further information about NVQs/SVQs can be found at [www.people1st.co.uk](http://www.people1st.co.uk). Feedback or comments on the sector assessment strategy can be emailed to [qualifications@people1st.co.uk](mailto:qualifications@people1st.co.uk).

### Assessment Principles

People 1<sup>st</sup> advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such assessment of the sector's NVQs/SVQs will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People1st recognise, however, that is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameters, People1st expects that:

- the majority of assessment of the sector's NVQs/SVQs will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation.
- opportunities to ascertain candidate's **accreditation of prior learning** is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

### **Witness Testimony**

People 1<sup>st</sup> recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on candidate's performance.

**Witness testimonies** can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's minimum observations requirements must be met.

**Expert witnesses** may be used where additional support in relation to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but who the awarding body agrees have current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed. People1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's requirements.

### **Professional Discussion**

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

### **Simulation**

Simulation can only be used to assess candidates for the sector's NVQs/SVQs where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

## Realistic Working Environment

Assessment of the sector's NVQs/SVQs should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE, currently operated in the sector can be found at **Annex B**.

## Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice, People1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Annex E**.

### **Annex A - Units in the Hospitality, Leisure, Travel and Tourism NVQ/SVQ frameworks that permit simulation**

Unit Number	Unit Title	SVQs that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 SVQ in Hospitality and Catering

### **Annex B - Criteria for Hospitality NVQ/SVQ Assessment in a Realistic Working Environment**

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours candidate work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's criteria for this purpose.

1	<b>The work situation being represented is relevant to the NVQ(s)/SVQ(s) being assessed</b>	<ul style="list-style-type: none"> <li>• <b>The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brassiere, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</b></li> <li>• <b>Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</b></li> <li>• <b>Industry trends are considered in the product and service offer.</b></li> </ul>
2	<b>The candidate's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"> <li>• Candidates operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>• Candidates are clear on their work activities and responsibilities.</li> </ul>
3	<b>The RWE is operated in the same manner to as a real work situation</b>	<ul style="list-style-type: none"> <li>• Customers are not prompted to behave in a particular manner.</li> <li>• Customer feedback received is maintained and acted upon.</li> </ul>
4	<b>The RWE is under pinned by commercial principles and responsibilities</b>	<ul style="list-style-type: none"> <li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>• There is evidence of business planning, for example</li> </ul>

		<p>product/service plans, staffing/rotas, costing, promotions.</p> <ul style="list-style-type: none"> <li>• Candidates are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimizing wastage.</li> <li>• Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.</li> <li>• Consumer information is provided on products and services eg allergy advice on food products.</li> </ul>
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### **Annex C - Occupational Expertise of Assessors and Verifiers**

The requirements set out below relates to all assessors and verifiers. The only exception relates to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on an arrangement as referred to in this assessment strategy.

✓ = mandatory

<b>Assessors and Internal Verifiers must:</b>	<b>Assessor</b>	<b>Internal Verifier</b>
Have a good knowledge and understanding of the national occupational standard and NVQ/SVQ that is being assessed or verified.	✓	✓
D34 or V1 – In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓
D32/D33 or A1/A2 – In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through ‘hands on’ experience in the industry.	✓	✓
Adhere to the awarding body’s assessment requirements and practise standardised assessment principles	✓	✓
Adhere to the awarding organisation’s assessment requirements and practise standardised assessment principles	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget	✓	✓
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration		✓

and record keeping are also essential.		
Hold qualifications, or have undertaken training, that has legislative relevance to the NVQ/SVQ being assessed (See Annex E).	✓	Good practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex F).	✓	✓

#### **Annex D - Qualifications and Training Relevant to Assessors and Verifiers**

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st is **not** stipulating that assessors, verifiers or external verifiers must undertake and achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

<b>Qualification / Training</b>	<b>NVQ/SVQ</b>	<b>A</b>	<b>IV</b>
<b>Health and Safety</b>	All sector NVQs/SVQs	✓	Good Practice
<b>Food Safety</b>	Food Processing and Cooking	✓	Good Practice
	Multi-Skilled Hospitality Services	✓	
	Professional Cookery	✓	
	Food and Drink Service	✓	
	Hospitality Supervision and Leadership ( <i>with food and drink units</i> )	✓	
<b>Licensing</b>	Food and Drink Service	✓	Good Practice
	Hospitality Supervision ( <i>with food and drink units</i> )		

**Note:**

**The above states areas of training / qualifications needed for specific N/SVQs. People1st is not stating ‘which’ qualification assessors and verifiers should take, only the area in which they should be trained / qualified in.**

## **Annex E      Continuous Professional Development for Assessors and Verifiers**

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"><li>• <b>Internal and external work placements</b></li><li>• <b>Work experience and shadowing (eg within associated departments)</b></li><li>• <b>External visits to other organisations</b></li><li>• <b>Updated and new training and qualifications (www.uksp.co.uk)</b></li><li>• <b>Training sessions to update skills</b></li><li>• <b>Visits to educational establishments</b></li><li>• <b>Trade fairs</b></li></ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"><li>• Relevant sector websites</li><li>• Membership of professional bodies</li><li>• Papers and documents on legislative change</li><li>• Networking events</li><li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People1st events)</li><li>• Staff development days</li></ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"><li>• Regular standardisation meetings with colleagues</li><li>• Sharing best practice through internal meetings, news letters, email circulars</li><li>• Comparison of assessment and verification in other sectors</li><li>• Attending awarding body meetings / seminars</li></ul>

**Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk)**

## Appendix 3 Core skills signposting

### Core Skills Signposting 7140-05-06

#### **SVQ2 in Professional Cookery at SCQF Level 5**

#### **SVQ3 in Professional Cookery at SCQF Level 6**

The following document identifies where the competencies described within each of the units, may also provide evidence towards relevant Core Skills. Where there is a relationship between the standard and the Core Skills, the SCQF Level for the Core Skill is indicated.

The approach for the signposting has been one where a judgement has been made as to whether a candidate may realistically be able to gather evidence towards either part or all of the relevant Core Skill. For example, in regards to Communication, most of the units have some level of coverage, however this is in terms of presenting an opportunity for communicating when reporting problems to a line manger etc.

Of particular significance is the limited coverage of Information and Communications Technology. This is largely due to the limited access that kitchen based staff have to working with computers and generating documents with them. However, at level 3 a limited opportunity for coverage exists if a candidate is involved with compiling menu ideas or making records of stock checks etc.

The Core Skills signposting for the imported units can be found in Annex A.

## SVQ2 in Professional Cookery at SCQF Level 5

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
1GEN1/09	Maintain a safe, hygienic and secure working environment	SCQF 3	SCQF 3		SCQF 3	SCQF 3
1GEN4/09	Work effectively as part of a hospitality team	SCQF 4	SCQF 3		SCQF 4	SCQF 4
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4
1GEN7/10	Maintain, handle and clean knives	SCQF 3			SCQF 3	SCQF 3

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
2FP1/10	Prepare fish for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP2/10	Prepare shellfish for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP3/10	Prepare meat for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP4/10	Prepare poultry for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP5/10	Prepare game for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP6/10	Prepare offal for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP7/10	Prepare vegetables for basic dishes	SCQF 4	SCQF 4			SCQF 4
2FP8/10	Process dried ingredients prior to cooking	SCQF 4	SCQF 4			SCQF 4
2FP9/10	Prepare and mix spice and herb blends	SCQF 4	SCQF 4			SCQF 4
2FC1/10	Cook and finish basic fish dishes	SCQF 4	SCQF 4			SCQF 4
2FC2/10	Cook and finish basic shellfish dishes	SCQF 4	SCQF 4			SCQF 4
2FC3/10	Cook and finish basic meat dishes	SCQF 4	SCQF 4			SCQF 4
2FC4/10	Cook and finish basic poultry dishes	SCQF 4	SCQF 4			SCQF 4
2FC5/10	Cook and finish basic game dishes	SCQF 4	SCQF 4			SCQF 4
2FC6/10	Cook and finish basic offal dishes	SCQF 4	SCQF 4			SCQF 4
2FC7/10	Cook and finish basic vegetable dishes	SCQF 4	SCQF 4			SCQF 4
2PR5	Cook-chill food	SCQF 4	SCQF 4			SCQF 4
2PR6	Cook-freeze food	SCQF 4	SCQF 4			SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
2FPC1/10	Prepare, cook and finish basic hot sauces	SCQF 4	SCQF 4			SCQF 4
2FPC2/10	Prepare, cook and finish basic soups	SCQF 4	SCQF 4			SCQF 4
2FPC3/10	Make basic stocks	SCQF 4	SCQF 4			SCQF 4
2FPC4/10	Prepare, cook and finish basic rice dishes	SCQF 4	SCQF 4			SCQF 4
2FPC5/10	Prepare, cook and finish basic pasta dishes	SCQF 4	SCQF 4			SCQF 4
2FPC6/10	Prepare, cook and finish basic pulse dishes	SCQF 4	SCQF 4			SCQF 4
2FPC7/10	Prepare, cook and finish basic vegetable protein dishes	SCQF 4	SCQF 4			SCQF 4
2FPC8/10	Prepare, cook and finish basic egg dishes	SCQF 4	SCQF 4			SCQF 4
2FPC9/10	Prepare, cook and finish basic bread and dough products	SCQF 4	SCQF 4			SCQF 4
2FPC10/10	Prepare, cook and finish basic pastry products	SCQF 4	SCQF 4			SCQF 4
2FPC11/10	Prepare, cook and finish basic cakes, sponges, biscuits and scones	SCQF 4	SCQF 4			SCQF 4
2FPC12/10	Prepare, cook and finish basic grain dishes	SCQF 4	SCQF 4			SCQF 4
2PR17	Produce healthier dishes	SCQF 4	SCQF 4			SCQF 4
2FPC14/10	Prepare, cook and finish basic cold and hot desserts	SCQF 4	SCQF 4			SCQF 4
2FPC15/10	Prepare and present food for cold presentation	SCQF 4	SCQF 4			SCQF 4
2FPC16/10	Prepare, cook and finish Dim Sum	SCQF 4	SCQF 4			SCQF 4
2FPC17/10	Prepare, cook and finish noodle dishes	SCQF 4	SCQF 4			SCQF 4
2FPC18/10	Prepare and cook food using a Tandoor	SCQF 4	SCQF 4			SCQF 4
2P&C1/09	Complete kitchen documentation	SCQF 4	SCQF 4	SCQF 4		SCQF 4
2P&C2/09	Set up and close kitchen	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4
2GEN2/10	Order Stock	SCQF 4	SCQF 3	SCQF 3	SCQF 3	SCQF 4
1FPC8/10	Cook and finish simple bread and dough products	SCQF 4	SCQF 4			SCQF 4
2PR22	Liaise with care team to ensure that individuals' nutritional needs are met	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4
1PR26	Prepare meals to meet relevant nutritional standards set for school meals	SCQF 4	SCQF 4	SCQF 4	SCQF 4	SCQF 4

### SVQ3 in Professional Cookery at SCQF Level 6

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
HSL4	Maintain the health, hygiene, safety and security of the working environment	SCQF 6	-	-	SCQF 6	SCQF 6
2GEN3/09	Maintain food safety when storing, preparing and cooking food	SCQF 4	SCQF 4		SCQF 4	SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
3FP1/10	Prepare fish for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP2/10	Prepare shellfish for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP3/10	Prepare meat for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP4/10	Prepare poultry for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FP5/10	Prepare game for complex dishes	SCQF 4	SCQF 4			SCQF 4
3FC1/10	Cook and finish complex fish dishes	SCQF 4	SCQF 4			SCQF 4
3FC2/10	Cook and finish complex shellfish dishes	SCQF 4	SCQF 4			SCQF 4
3FC3/10	Cook and finish complex meat dishes	SCQF 4	SCQF 4			SCQF 4
3FC4/10	Cook and finish complex poultry dishes	SCQF 4	SCQF 4			SCQF 4
3FC5/10	Cook and finish complex game dishes	SCQF 4	SCQF 4			SCQF 4
3FC6/10	Cook and finish complex vegetable dishes	SCQF 4	SCQF 4			SCQF 4
3FPC1/10	Prepare, cook and finish complex hot sauces	SCQF 4	SCQF 4			SCQF 4
3FPC2/10	Prepare, cook and finish complex soups	SCQF 4	SCQF 4			SCQF 4
3FPC3/10	Prepare, cook and finish fresh pasta dishes	SCQF 4	SCQF 4			SCQF 4
3FPC4/10	Prepare, cook and finish complex bread and dough products	SCQF 4	SCQF 4			SCQF 4
3FPC5/10	Prepare, cook and finish complex cakes, sponges, biscuits and scones	SCQF 4	SCQF 4			SCQF 4

Ref no	Title	Communication	Numeracy	Information and Communication Technology	Working with Others	Problem Solving
3FPC6/10	Prepare, cook and finish complex pastry products	SCQF 4	SCQF 4			SCQF 4
3FPC7/10	Prepare, process and finish complex chocolate products	SCQF 4	SCQF 4			SCQF 4
3FPC8/10	Prepare, process and finish marzipan, pastillage and sugar products	SCQF 4	SCQF 4			SCQF 4
3FPC9/10	Prepare, cook and present complex cold products	SCQF 4	SCQF 4			SCQF 4
3FPC10/10	Prepare, finish and present canapés and cocktail products	SCQF 4	SCQF 4			SCQF 4
3FPC11/10	Prepare, cook and finish dressings and cold sauces	SCQF 4	SCQF 4			SCQF 4
3FPC12/10	Prepare, cook and finish complex hot desserts	SCQF 4	SCQF 4			SCQF 4
3FPC13/10	Prepare, cook and finish complex cold desserts	SCQF 4	SCQF 4			SCQF 4
3FPC14/10	Produce sauces, fillings and coatings for complex desserts	SCQF 4	SCQF 4			SCQF 4
2PR17	Produce healthier dishes	SCQF 4	SCQF 4			SCQF 4
HSL3	Contribute to the control of resources	SCQF 6	SCQF 5	SCQF 4	SCQF 6	SCQF 6
HSL9	Contribute to the development of recipes and menus	SCQF 6	SCQF 4	(SCQF 5)	SCQF 6	SCQF 6
HSL30	Ensure food safety practices are followed in the preparation and serving of food and drink.	SCQF 6	SCQF 4	SCQF 5	SCQF 6	SCQF 6

**Annex A - Core Skills Signposting for Imported Units**  
**Management Standards Centre**

<b>Ref no</b>	<b>Title</b>	<b>Communication</b>	<b>Numeracy</b>	<b>Information and Communication Technology</b>	<b>Working with Others</b>	<b>Problem Solving</b>
D1	Develop productive working relationships with colleagues	SCQF 5	SCQF 4		SCQF 6	SCQF 5

## Useful contacts

### UK learners

#### General qualification information

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Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

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F: +44 (0)20 7294 2413

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### Single subject qualifications

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F: +44 (0)20 7294 2404 (BB forms)

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